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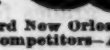
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DO not fail to read: "What the Critics of our Public School System Say," and "At the Hands of Justice," by Miss Le Row; also, the accounts of three notable schools of the North-west: "The Chicago Manual Training School," and the "State Normal Schools at Winona and St. Cloud."

IT is not possible to arrange a purely intellectual system of instruction, without a particle of moral training in it. Morality cannot be divorced from the teaching of arithmetic. It is absolute folly to teach that religion is one thing, and business or education another. Read the Bible. This is right. The ten commandments. They are right. The Lord's prayer. Nothing better. But all these are not religion. When work begins, then practical religion begins. An angry scowl on a teacher's face will knock all devotional feelings out of a school in less than the tenth of a second. Who would hear a preacher preach who was a saint in the pulpit, but a sinner out of it? What is a teacher's moral teaching good for who keeps his morality between Bible covers? We want everything great and good in the school-room, but we don't want it

assigned as an opening exercise. It isn't said that Christ's sermon on the mount was introduced with reading the Scriptures, singing, and prayer. He went up into a mount, and when He was set His disciples came to Him, and He taught them. What taught them? His words? Yes, somewhat; but what would have been those majestic words without His life? Tell us, ye sticklers of long prayers made for a pretence, at the opening of a school. Children are taught by living, tangible objects. Sermons to children, good for anything, are almost as rare as orange trees in Manitoba. Let us have living, walking, talking, loving, Christian actions in school-teachers, and all else will take care of itself.

TO what extent should the schools attend to the bodily development of pupils, is a question not yet settled. It is yet undecided in the public mind whether the school is not bound to correct curved spines, uneven hips, and shoulders, projecting shoulder-blades, contracted chests, half-breathing, and ungraceful movements in walking and running. Which is better, arithmetic and grammar, or bodily health? A sound body goes with a sound mind, in most cases. In our anxiety to get high markings and promotions, we must not forget that our pupils are in the body, and that all good work must come through nerves, muscles, and bones, able to do their full amount of work.

IS it not a little strange that some of our best literary authors of the past generation had a poor opinion of English grammar? A recent writer relates an incident of Edwin P. Whipple, which occurred in an office where certain essays of Mr. Whipple's were being prepared for publication. A proof-reader detected, in the author's text, a singular verb which had been ruthlessly yoked with a plural noun. "Ah, Mr. Whipple," the proof-reader ventured, "here is an error in grammar." "An error in grammar?" said Mr. Whipple. "There is no such thing as English grammar. I do not consider it. I write for the rhythm—that's all."

The late Richard Grant White declared that English is a "grammarless tongue." Matthew Arnold was recently asked what he took to be the best standard of pronunciation. In reply, he passed over all the dictionaries, all the learned doctors, and all the college professors, and all the actors, and said: "The best authority is the usage of well-bred women." If our grammars and dictionaries are to be ignored, where shall we look for a standard? The grammars have had things their own way so long, it will be hard for them to be set aside in neglect in their old age.

THE Michigan superintendent who said: "We extend an invitation to all the parents to visit the school, but shall be as well satisfied if they remain away," probably had been much annoyed by outsiders who knew more about teaching than he did. School visitors are welcome when they enter the school-room as visitors, and not as critics. Much good comes from parental co-operation and encouragement, but much evil from intermeddling dictation. Dr. Dickinson, of Massachusetts, recently said: "We encourage the parents of the school children to visit them in their schools, and the teachers make a note of such visits. In many towns parents take a great interest in the public schools, and their visits to them encourage both teachers and pupils." By no means should the number of visits from parents be considered an index of success. There are times when a teacher's results depend upon being alone with her class. The intimate family feeling of sympathy is often destroyed by the presence of a stranger.

The very worst visitor is the one who injects a re-

mark, "May I ask a question?" and before the teacher has time to answer, commences a line of irrelevant talk that completely destroys all the benefit of the exercise. Teachers! keep your class in your own hands, while you have charge of it, or else entirely surrender it to another, and step aside. This remark applies to all visitors—high, low, rich, poor, superintendents, men and women—to all, with no exceptions. This is our doctrine; if there is another, our columns are open.

TO what extent is it the duty of the state to regulate private and personal concerns? Dr. Albert Shaw, of Minneapolis, has shown that the legislature of his state has recently passed laws concerning railroad and elevator supervision, logging codes, fish and game protection, dairy products, cattle industry, mill tolls, the killing of dogs, the character of railroad waiting-rooms, the association of the sexes in skating rinks, and exemption from the payment of debts.

Laws for the regulation of text-books have been enacted by many states, and some have gone so far as to prescribe exactly what ones shall be used, how much they shall be sold for, and who shall alone be permitted to make them. The Minnesota school-book law has been the subject of frequent comment by the educational press, for many years past. Is it within the province of law-making bodies "to do anything, and everything?" If so, are we not in danger of becoming a paternal government? To teachers, especially, this is a most interesting question. The time may come when boards of education will be prohibited from paying more than fixed, state, schedule prices. Age, sex, personal qualifications, reports, length of the school-day, holidays, programs, vacation, work, attendance at institutes, and normal schools, price of board charged, text-books, number of examinations, have all been subjects of legislation, either by state, county, city, or town bodies. To what extent shall this kind of legislation go, is just now a question most interesting to students of political science.

A GENTLEMAN of undoubted veracity and respectability now lives in this city of New York, who recently related the fact that his father was the conductor of the train which, on one occasion, bore Mr. Lincoln through Baltimore, and that he was offered by the conspirators one hundred thousand dollars if he would simply pass through the car and lay his hand upon the berth occupied by the President. The man who refused this bribe, so tempting to a poor man, was politically opposed to Mr. Lincoln. This man had a good education. What could have been better? The more of men like this our schools can make, the better will it be for our country and the world.

A MACHINE has been invented which entirely does away with the labor of holding of the rod and arranging the bait in fishing, for it not only dips up the fooled fish, but deposits them in a basket. It works without a cent of expense, day and night. The born angler will have no use for his native powers. His occupation will soon be gone. A machine similar to this has been perfected in the educational world. Its design is to put a child through a fixed curriculum, and graduate him a full-fledged doctor, or lawyer, etc., warranted to be made as ordered. It is claimed that this machine-education will much cheapen the cost of instruction, and diminish school taxes, as it will not require much intelligence on the part of those who are hired to attend to the running of the well-fitted wheels. Results will be determined by stated examinations. This part of the work will be conducted by experts, who will be well paid.

WHAT THE CRITICS OF THE PUBLIC SCHOOL SYSTEM SAY.

Supt. Sherman Williams of Glens Falls, has recently read a paper on manual training in the public schools, in which he makes many quotations from those who oppose the methods used in many places. We reprint most of them for the purpose of keeping our readers informed as to the state of the warfare now going on. It is just to Supt. Williams to say that he does not endorse all the quotations made, but gives them as "opinions of able and experienced men, to be taken at whatever value the reader sees fit to put upon them."

Ruskin says:

"If you examine into the history of rogues you will find that they are as truly manufactured articles as anything else, and it is just because our present system of political economy gives so large a stimulus to that manufacture that you may know it to be a false one. We had better seek for a system which will develop honest men, than for one which will deal cunningly with vagabonds. Let us reform our schools and we shall find little reform needed in our prisons."

Charles Ham, the author of a work on manual training, says:

"It is the most astounding fact of history that education has been confined to abstractions. The schools have taught history, mathematics, language and literature, and the sciences, to the utter exclusion of the arts, notwithstanding the obvious fact that it is through the arts alone that other branches of learning touch human life. . . . In a word, public education stops at the exact point where it should begin to apply the theories it has imparted."

Edward Atkinson says:

"We are training no American craftsmen and unless we desire better methods than the old and now obsolete apprentice system, much of the perfection of our almost automatic mechanism will have been achieved at the cost, not only of the manual, but also of the mental development of our men. Our almost automatic mills and machine shops will become mental stupefactors."

The statistical information furnished by Dun & Co. shows that over ninety-three per cent. of all who engage in business fail financially.

A writer in the April number of the *Forum* says:

"As each age has its own institutions, and its own duties, so each age requires its own education to fit for those duties. The education of the Middle Age, or even of a hundred years ago, will not fit men to perform their duty efficiently under our present institutions. Since the Reformation, and particularly during the last hundred years, the changes in political, social, and above all, in economic life, have been rapid and great, and education has not kept pace with them. Indeed no great, persistent effort has been made to suit education continuously to changing conditions, and it is only now, when we are discovering through bitter experience the effects of inappropriate education, that we are induced to turn our attention to it and try to better it."

Bacon said, "Education is the cultivation of a just and legitimate familiarity betwixt mind and things." We do not know whether or not that is generally accepted by school men, but we do know that it is not generally acted upon. Had Bacon said education is the cultivation of a just and legitimate familiarity betwixt the mind and words, betwixt the mind and abstractions, he would have stated a principle which the educational world generally is acting upon.

Ham says:

"The cause of these failures of mercantile ventures, of justice, and of legislation, is this: Subjective mental processes are automatic, and hence they neither generate power nor promote rectitude; they enfeeble rather than energize the brain. Men whose characters are formed by such educational processes never originate anything. They become selfish, they venerate the past; their eyes are turned backward; hence, if they sometimes make a feeble effort to move forward they stumble. The lawyer, the judge, and the legislator are examples of this class. Their guide books are musty folios in a dead language, they look for 'precedents' in an age whose civilization perished with its language, and whose maxims and rules of life were long ago exploded."

Supt. Sherman Williams says that, "Public education, so far, has failed to accomplish what was expected of it. It has not realized what seem to have been reasonable expectations. I do not mean that subject matter has not been well presented—though it may be that it has not; I do not mean that children do not grow up reasonably intelligent—though that perhaps might be questioned; but I mean that there are more liars and thieves, more lazy people, more dishonest men, more poor mechanics, more failures in business, more teachers who do not know how to teach, more lawyers, doctors, and ministers unfitted for their callings, more inefficiency and lack of industry, integrity, and morality in the world than can be accounted for on the theory of inheritance. The church may be in fault, probably is; the home may be to blame, very often is; society may be wrong, I think that will not be questioned; but, after all, there is still left a heavy burden for the schools—all schools, secular and religious, public and private. Make what allowance you will for the personality of the teacher,

for methods, etc., and there is still much to be accounted for. There must be something radically wrong."

Prof. Barbour of Yale College, says:

"Our schools are suffering from congestion of the brain: too much thought and too little putting it into practice."

An English writer, speaking of our schools, says:

"They teach, apparently for information, almost regardless of development."

Wendell Phillips said:

"Our system stops too short, and as a justice to boys and girls, as well as to society, it should see to it that those whose life is to be one of manual labor should be better trained for it."

Mr. Wickersham, late superintendent of public instruction for the state of Pennsylvania, says:

"It is high time that something should be done to enable our youth to learn trades, and to form industrious habits and a taste for work."

Dr. Runkle of the Massachusetts Institute of Technology, says:

"Public education should touch public life in a large number of points. It should better fit all for that sphere in life in which they are destined to find their highest happiness and well being."

Charles Francis Adams, Jr., says:

"From one point of view children are regarded as automata; from another as India-rubber bags; from another as so much raw material. They must move in step, and exactly alike. They must receive the same mental nutriment in equal quantities, and at fixed times. Its assimilation is wholly immaterial, but the motions must be gone through with. Finally, as raw material, they are emptied in at the primaries and marched out at the grammar grades—and it is well."

Supt. MacAllister of Philadelphia, says:

"We must not close our eyes to the fact that by far the larger number of men in every community are workers, to whom a skilled hand is quite as important as a well-filled head."

We say that "things that have to be done should be learned by doing them," but our practice is the reverse of that. We attempt to teach the use of language, not by having the pupils use it, but by having them study rules, definitions, diagrams, parsing, and analysis. We try to have children learn to spell without spelling, to read without reading, to learn mensuration without measuring anything, to learn denominate numbers through the study of figures, to learn numbers generally through a study of figures, the representatives of numbers. We go west to reach the east. Children try to learn things by studying their shadows. As Ham puts it: "If I am not very much mistaken the schoolmaster, for the last fifty years, has been incessantly inventing ways of doing things in the school-room by doing something else."

The plan of teaching by pictures, with words and sentences corresponding to them, has the following advantages: (1) the words represent the thing; (2) it gives the child something to do; (3) it keeps the child occupied the whole time; (4) the lesson can be varied at leisure; (5) the child does not merely learn the word by heart, but the meaning also.

SCHOOL TEACHER, illustrating the difference between plants and animals: "Plants are not susceptible of attachment to man, as animals are."

Small boy, at foot of class: "How about burrs, teacher?"

We learn from *School Education* that State Supt. Kiehle of Minnesota:

"Has begun to write a series of papers for the daily press on matters connected with his department, which he intends for the benefit of the public. The first one was on 'State Text-Books,' and after discussing the efforts made by the contractor and department to meet objections to the series closes with these pointed words: 'It now seems to me that altogether too much of our attention is being given to text books, and that it is high time we should consider who our teachers are to be. If our teachers are not competent, no man can supply the deficiency; but if we can have good teachers, all else will come in good time.'"

Good! Go on, Mr. Kiehle, in this way, not only in the papers in Minnesota, but all over the country, and you will do a work which will merit the thanks of a generation.

It is proposed in England to abolish "Payments by Results," so long in force, and substitute therefor "Payment by Machinery." Just what this means it is somewhat difficult for unsophisticated Yankees to understand, but we shall be slow to believe that the machine in education is to be increased. It should rather be decreased.

It is now considered certain that the opening meeting of the National Association at Chicago, will be the largest in its history, not excepting the great Madison meeting. Teachers who do not go will miss the greatest inspiration of the year.

VACATION HINTS.

Graded schools are closed, and county district schools ought to take a vacation during July and August.

A three weeks' attendance at a good summer school is an educational tonic. If the school is located in a good place, with health-giving surroundings, it may become a physical invigorator also.

Don't worry during vacation.

Attend the meeting of the National Association at Chicago, July 12-15, if possible.

By all means attend the annual meeting of your state association.

Read one good educational book during vacation.

Idleness is not rest.

The companionship of a few lively educational friends will be healthful.

The foolish teacher says: "I don't intend to think of school until school begins."

The wise teacher says, "It is the greatest happiness of my life to have a little time in which I can think concerning child-life and educational forces."

Don't go near a city during vacation. Nature gives life, health, happiness; the city is artificial, hot, and depressing.

"To him who in the love of nature holds communion with her visible form, she speaks a various language."

Dow, Jr., says: "Never be caught napping, except in the night time;" and we add, "And after dinner—during vacation."

During vacation, lay out no tasks; work if necessary, but take it as it comes.

The leading foreign medical journal says that: "Water should be drunk cool, but not iced, with the juice of a quarter or half a lemon in it. Mineral water should also be drunk with a dash of lemon. Water should always be swallowed slowly. It is not the stomach which is dry, but the mouth and throat. If you toss off a drink of water, you throw it through your mouth into your stomach without doing the former any good, while you injure the latter by loading it with what it does not require. Drink slowly, and keep the water in your mouth for a moment when you begin. If you work in a hot room in hot weather, tie a damp cloth around your temples, and you will not experience half the craving for drink you otherwise would."

One of the best bills passed by the legislature of this state was that prohibiting the employment of children under thirteen years in factories. It provides for eight additional inspectors to visit the factories of the state and see that the law is enforced. There are already two such inspectors. There are thousands of factories that need the application of the provisions of this law as to sanitary and other regulations.

City Supt. Calvin Patterson, of Brooklyn, has been elected principal of the central grammar school of that city. It is said that he will accept.

THE school officials of Boston have posted notices in all the school buildings of that city, forbidding the chewing of tobacco by the pupils. They have even posted the notice in the girls' high school building, much to the indignation of the young women.

SOME of our western land speculators would do well to take note of the fact that several thousand acres of land in Oneida and Herkimer counties, New York, were sold a few weeks since for almost nothing. A good many acres went for a cent each.

WE are trying to give notice of all the classes for summer study in the entire country. There are so many of them, each one must of necessity be brief. If we have omitted any communicate the fact.

EDITORIAL on the Pennsylvania normal schools next week.

ANY New England teacher who does not attend the coming meeting of the American Institute of Instruction at Burlington, should be required to explain to the state superintendent the reason why.

ELIZABETHTOWN, New York, is on the edge of the great Adirondack region, yet it is easy of access, and rates will be so low there this summer, that there will be no excuse for any teacher in this state, for not attending the coming meeting of the state association, to be held at that place.

PRINCIPAL WILLIAM J. MILNE, Ph.D., LL.D., of the Geneseo State Normal School, has adopted a wise course with reference to testimonials and letters of recommendation. He says: "We do not give letters of recommendation to any graduate, because such letters are usually written so as to please the person asking for them, rather than to give the public a proper estimate of the person endorsed. We prefer to give, to those who apply for teachers, an honest statement of the ability and experience of the person recommended."

LAST winter we announced that Currie's "Early and Infant Education," would be issued soon by the publishers of the JOURNAL. Several more important matters at that time took their attention, but it is now assured that a new edition of this valuable book from new plates, will be issued in attractive style on September 1, 1887.

A BILL has become a law in this state, making it necessary for trustees, or a board of education, in engaging a teacher to deliver to her a written contract, specifying the terms of her engagement, among which terms is a clause directing that wages are due and payable at least as often as the close of every calendar month. This is admirable, and is an additional feather in Supt. Draper's educational cap.

GOV. HILL of this state has several educational bills in his hands, awaiting his signature, among which is the one arranging for a uniform examination for all teachers in this state, under the direction of the state educational department.

CORNELL UNIVERSITY entrance examinations are competitive. The state superintendent of public instruction sends the questions to school commissioners and city superintendents, and all examinations are conducted on the same day throughout the state. In case the number given to any county is not filled by it, others can be taken from other counties, from those who have passed the examination. In this way the University will have 138 students pursuing, continuously, courses of study. An appointment will hold good for six years; thus allowing for two years' absence to earn money for paying for board and incidental expenses. All University charges, of students appointed by the state, are paid by the state. The first examinations held under this new law was held Saturday, June 4, last. Great credit is due State Supt. Draper for securing the passage of this admirable law.

AT THE HANDS OF JUSTICE.

By CAROLINE B. LE ROW, author of "English as She is Taught."

The JOURNAL of May 7, makes this statement: "Just now public school teachers are before the bar of public opinion on the grave charge of failure in the performance of teaching duties." It cites the names of "four prominent advocates" who have "recently appeared against them."

But have these advocates appeared against the teachers? Can it not be proved that the charges are, in each case, brought against the system? Every person of common sense, who knows anything about the matter, will instantly concede the fact that teachers, as a rule, have no more control over the operation of the system than the stokers of the engines over the course of an ocean steamship.

Granted that there are some inefficient teachers in the ranks, some who are mere "imitators," and some who "do not understand what education means," the fact remains that, as a class, the teachers of our country are capable, conscientious men and women, whose devotion to their work is not measured by the depth of the pocket, and who spend much thought, extra time, and labor, as well as money, in endeavors to do all that lies in their power for their pupils.

But equally true is it that many of the teachers who

best understand, not only what education is, but the wisest methods of teaching, are not at liberty to labor according to their common sense, or their consciences. "Plodder" wrote to the JOURNAL, not long ago: "I should like to know of what use is enthusiasm in the average class-room. Here am I, looking deeper every day into the laws of mind-development and the methods of teaching in vogue among those who are free to respect those laws, and growing correspondingly dejected and spiritless, because I see more and more clearly how far I am traveling, under the iron rule of authority, from the right path."

If this is an unusual experience—an isolated case,—there is no reason for calling special attention to it. If, on the contrary, it represents "the common lot," it shows a lamentable state of things for which teachers are entirely blameless.

Those of us who are interested in public school instruction, and ambitious for the best results, will not agree with Dr. J. Stanley Hall that "the present system of school-work is found wholly wrong, when brought to the light of reason." But who among us, entitled by experience to express an opinion on the subject, can fail to agree with his statement that, "Instead of stimulating in the pupil the desire for a fact, and then giving it to him to assimilate, he is burdened with facts which take all his strength to carry?"

Many of the ludicrous blunders of pupils, lately brought to public notice, are from classes taught by some of the most able teachers in America. But the "instances where some foolish pupil has been improperly classified," are, unfortunately, not "rare." Improper classification, followed by the greatest evil of our schools, the "cramming" process, is responsible for these inevitable results.

The absurdities of the school-room published by *Harper's Weekly*, were supplied to that paper by one of the finest teachers in a Massachusetts high school. What can reasonably be expected from pupils who, as she says, "In one or two years, sometimes in a few months, graduate and enter college"? Can we find fault with the editorial comment made by the *Weekly* in view of these facts, that "instruction in the public schools must be made to conform to common sense"? Is it common sense for boards of education to lay out years of work, which teachers are required to do in months of time?

The plan of our public school instruction is so vast, so generous, and so beneficent in many ways, that the public has been slow to see its faults, but the people are at last thoroughly aroused, and in the name of common sense and true education, are demanding a change in the condition of things. It is true, not only in our own country, but from the intelligent people of England, Germany, Prussia, and Switzerland comes the same cry for reform. Teachers are working faithfully and patiently. If they can accomplish so much that is good under the existing haste and pressure, what might they not do under favorable conditions?

"Where the offense is, let the great axe fall."

THE CHICAGO MANUAL TRAINING SCHOOL.

Three years' study is necessary to complete the course. The boys who enter are from the ages of 14 to 15. None under 14 is admitted. No candidates are accepted who cannot pass a satisfactory examination in reading, writing, spelling, geography, English composition and arithmetic. A boy must have, too, a certificate of good moral character from some responsible person. The penalty for any impropriety in conduct is dismissal. Latin, French, descriptive geometry, and higher algebra are taught. The first manual work a boy does when he begins the course is in the wood room. There he learns various branches of the carpenter's trade, joinery, wood turning, and pattern making. He learns not only the use of tools, but their proper care. Each boy furnishes his own kit, and has his own tool drawer. Extra tools are supplied if needed, but the student is made responsible for them. Recently the boys were at work on picture frames, tables, hammer handles, and the wood parts of other tools. In the second year the pupil is put in the foundry and blacksmith shop. No better hammers and screw drivers can be found in Chicago than are made by the lads. The most expert workman can turn out no smoother piece of casting than some they show. In the senior year the students get into the machine shop. By that time they are able to make and put together a steam engine.

EQUIPMENT OF ROOMS.

The wood room contains thirty-nine cabinet makers' benches, twenty-four speed lathes, a circular saw, scroll

saw, a boring machine, planer, grindstone, shoot plane, bench lathe, and general tools sufficient for the use of ninety-six boys. In the foundry are two furnaces, crucibles, troughs, flasks, trowels, rammers, sieves, and other apparatus, so that sixty-six boys can work at once. In the forge room they can get smut on their faces together, too, at the same time. There are twenty-four forges, twenty-three anvils, one emery wheel, one shears, three vises, one blower, two exhaust fans, tongs, sledges, hammers, fullers, and all the other tools required to transform clean-skinned youths into the sootiest of blacksmiths.

The machine shop has seven 12-inch, 6-foot bed engine lathes. There is also an engine lathe with a 16-inch swing and 8-foot bed. There are two speed lathes, a planer with 6-foot bed, shaper, drill, grindstone, fifteen benches, fifteen vises, chucks, boring bars, taps, dies, chisels, files, and other tools—enough for thirty-two amateur machinists.

The equipment seems complete. Anyone doubting the practicability or the educational effect of manual training should visit this school, which, under the directorship of Mr. H. H. Belfield, is recognized as one of the most successful of its kind in the United States. So thorough is the training here, that graduates who desire to pursue a higher grade of education are admitted, on recommendation of the director, without examination and free of conditions, to several of the colleges and universities of mechanics and engineering in the United States.

In Mr. Belfield's own words:

"The boy who goes through a three years' course here not only attains intellectual development, but he gains comprehension of essential branches of knowledge far superior to those of the high school pupil. The training school is by no means a manufacturing establishment. The product of the school is not intended to be perfect pieces of machinery and polished furniture, but polished, perfect boys. It practically demonstrates, also, the dignity of labor. I believe we have struck the key-note for the practical education of boys in the system of the manual training school. It embodies at once the education of the hand to skill, and the brain to directive intelligence."

STATE NORMAL SCHOOL.

ST. CLOUD, MINNESOTA.

The state normal school at St. Cloud, Minnesota, this year celebrates its eighteenth commencement in the graduation of its largest class. Its growth from the beginning has been substantial and rapid. It has kept pace with the development of the great Northwest, of which it forms no inconsiderable part. Situated as it is in the heart of a vast and fertile empire, having no less than 40,000 square miles of territory tributary to it, with a large population quadrupling every decade, it is destined to become one of the great educational centers of the country. Already it is well-known, far beyond the boundaries of the state. France has recognized its special excellence through no less illustrious names than of M. Bouisson, the French Minister of Public Instruction, and of M. Compayré, Professor of Philosophy at the *lycée* at Pau, and author of several standard works, among which is his fine treatise on the History of Education. M. Bouisson refers to the school in his report to the French Government on the New Orleans International Exposition. In a private letter to one of the faculty of the school M. Compayré says:

"I feel much flattered to learn that my *History of Pedagogy* has been received with favor in your school, one of the best normal schools in America, and standing unique in some respects among the normal schools of the world. I could not have achieved a success which would have given me more pleasure than this.

"I have received and read with a lively interest the catalogue you were so good as to send me. It reveals to me many things we of France have yet to learn of true normal school work."

It has been the policy of this school from its first organization to maintain that there is a distinct sphere in which normal schools are to work. They are not academies with a psychological annex. They are not colleges. They are professional schools in the province of education. The school has, therefore, demanded a broader and broader culture as a basis of professional work, until at the present time it gives a more extended course, in psychology, methods, history, and science of education, than almost any other normal school in the United States. This year it takes a decided step in advance in so arranging the course of study, as to place all of the so-called elementary branches in the third year of the course.

This insures the greatest possible culture before the theory and practice of education are entered upon. The

sifting of the student body will thus be made upon the basis of their general culture, rather than upon their knowledge of the truly instrumental branches. This is in accord with the true conception of normal school work. For it should be the province of these schools to reduce to their psychological and historical foundations the several subjects embodying the thought-elements—those subjects properly called the elementary branches,—called elementary, not at all because they are the simplest or easiest, but from their consisting of those several fundamental notions which the soul gradually elaborates into its later possessions of knowledge and faculty.

The work of the normal school in its examination of subjects is thus the reverse of the order of presentation in other schools. In placing the common branches after the other subjects in the course, the St. Cloud school is believed to be the pioneer school.

The first president of the school was Ira More, now president of the state normal school at Los Angeles, California; its second president was Hon. David L. Kiehle, now the state superintendent of public instruction of the state of Minnesota; its third president was Dr. Jerome Allen, the editor of the *SCHOOL JOURNAL*; its fourth, and present, president is Thomas J. Gray.

It has graduated 335 teachers. Its courses of study are an elementary course of three years, and an advanced course of four years. Its minimum of qualification for entrance is the ability to take a second grade teacher's certificate. It has cut off the preparatory department, and added a kindergarten for the last year. Even with the advance in requirements for admission, the enrollment during the year is the largest in its history, reaching 415 students.

Its faculty is composed of strong teachers, some of whom are widely known. Two are the authors of a series of arithmetics, publishing by D. Appleton & Co.; another is the author of a work on bookkeeping, which has found an extensive sale.

It is greatly to the credit of the state that she has laid the foundations of her educational system so broadly. It is, and must be for all time an element of her strength. It is a significant comment on the intelligence of her people, that with a population of a little more than a million, nearly three millions of dollars are raised for public education.

The city of St. Cloud has a population of 6,000. It is situated on the Mississippi river, seventy-five miles above St. Paul, at the center of a network of railroads, radiating from it like the spokes of a wheel. These roads belong to the Northern Pacific, and to the St. Paul, Minneapolis, and Manitoba systems. The city is growing rapidly. It has a fine water power in the river within the city limits, thoroughly improved, and extensive manufacturing interests. Inexhaustible deposits of the finest red and gray granite are found on all sides of the city. The quarries employ thousands of men. These commercial advantages bring the school into contact with the living, acting world, and afford an important means in the training of teachers for the practical work-a-day affairs of which they should form a part.

WINONA STATE NORMAL SCHOOL, MINNESOTA.

While all other branches of educational work in Minnesota are making notable progress, the normal schools are not being left behind. Without much display or ostentation, these excellent institutions are filling a place whose importance can be measured fully only by results. It is now becoming possible for these institutions to withdraw largely from the work of academic instruction, which is no part of their proper intention, and was taken up by them only of necessity, in view of the general paucity of facilities for the higher education. The graded and high schools of the state are now able to perform their part, so that preparatory departments may be discontinued, and energy concentrated upon normal work proper. This step has this year been taken by the normal school at Winona. This institution is making excellent progress in its special field. Of the 300 students enrolled last year, in its normal classes, forty were graduates of other schools. These entered the professional class, which provides a strictly professional course for those who have made a thorough academic preparation elsewhere. This course is the real fulfillment of the normal school idea. Though lately organized, because only recently made possible by the increasing number and efficiency of the state high schools, it is exceedingly popular. It must, naturally, become the distinguishing feature of all successful normal work. Another improvement noted at Winona

is the addition of a kindergarten training course, which instructs in the objects and methods of kindergarten work, and offers instruction equal to that obtained in the best training schools.

We learn from the report of a visit by Hon. H. B. Wilson, president of the state normal board, that: "The school is full, every seat in the large assembly room being occupied, although some forty or more of its students have gone out to teach in the summer schools. This school is now strictly a professional one, the preparatory department having been abolished by the normal board at the close of last year. No student is now admitted except to one of the four regular normal classes, and enters, at once, upon his technical, or professional training, that is to specially fit him for teaching in the public schools of Minnesota. Every student who pursues the prescribed course of training in this institution, and graduates therefrom, is required to have at least twenty weeks of actual practice in teaching in the model schools, under the eye and criticism of an experienced and expert model teacher. An accurate statement of the standing of each student who enters the school, as exhibited by his examination, on a scale of 100, is recorded in a large book, specially prepared for that purpose; and this record is continued at the close of each month as long as such student continues in the institution. At the close of his course an average aggregate of these monthly standings, in the several branches pursued, determines his relative rank in his class. The next graduating class consists of over sixty persons, only ten of whom can take part in the graduating exercises. Those who are entitled to this honor are the men who stand highest in rank in their class, as shown by their record, which they have earned by their faithfulness and earnest labor during their course."

Mr. Wilson says: "Recitations in physical geography, botany, geometry, with original demonstrations, word analysis, algebra, drawing, and Latin were heard, in all of which the classes acquitted themselves with great credit. I spent much time in the model classes, witnessing the skill of the various normal pupils in conducting model and illustrative teaching."

President Irwin Shepard is at the head of this school.

THE SCHOOL-ROOM.

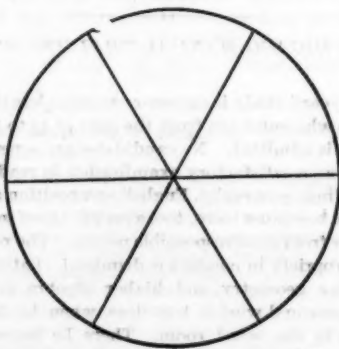
The object of this department is to disseminate good methods by the suggestions of those who practice them. The devices here explained are not always original with the contributors, nor is it necessary they should be.

PRIMARY LESSONS.—FRACTIONS.

BY WM. M. GIFFIN, NEWARK, N. J.

LESSON VII.

CARD 5.



Only what things can be added? If we wish to add $\frac{3}{4}$ pens and 3 pencils, what must we call them? 3 things and 3 things are how many things?

If we wish to add $\frac{2}{3}$ thirds and $\frac{2}{3}$ sixths what must we call them? $\frac{2}{3}$ are how many sixths? Then $\frac{2}{3}$ and $\frac{2}{3}$ are how many sixths?

If we wish to add 1 half and $\frac{2}{3}$ sixths what must we call them? $\frac{1}{2}$ is how many sixths? Then $\frac{1}{2}$ and $\frac{2}{3}$ are how many sixths?

John had $\frac{1}{4}$ of a pie, Willie had $\frac{1}{4}$ of a pie, and Henry had $\frac{1}{4}$ of a pie; how much had they all together?

To what must we change these fractions? $\frac{1}{4}$ equals how many sixths? $\frac{1}{4}$ equals how many sixths? Then $\frac{1}{4}$ and $\frac{1}{4}$ are how many sixths?

Only what things can be subtracted? Then if we wish to take $\frac{1}{4}$ of a pie from $\frac{1}{4}$ of a pie, to what must we change both fractions? $\frac{1}{4}$ of a pie = how many sixths?

$\frac{1}{4}$ of a pie = how many sixths? Then $\frac{1}{4}$ less $\frac{1}{4}$ = how many sixths?

Mary had $\frac{1}{4}$ of an apple, John had $\frac{1}{4}$ of an apple; how much did they both have?

Henry had $\frac{1}{4}$ of an orange, and gave May $\frac{1}{4}$ of it; how much had he left?

John found $\$1$, he earned $\$1$, his father gave him $\$1$, and his mamma gave him $\$1$; how many dollars did he have in all?

Willie's father gave him $\$1$, and he spent $\frac{1}{4}$ of it; how much had he then?

John had $\$4$ and Willie had 6 times as much; how much had Willie?

Willie wished to give $\frac{1}{4}$ of a dollar to each of his friends. To how many friends could he do so?

A boy bought a pie for 10c and sold it for 18c; how much did he gain? How much did he get for each sixth? For each third? For each half?

TOBACCO.

T. What is a weed? (Various answers are given.)

T. Are weeds good for anything? "Some of them are pretty. [dandelions, buttercups, daisies. 'Some are good for medicine. Some are cut with grass to make hay.' T. Once the potato was a weed. Is it called one now? Why? (Teach the terms *cultivate* and *cultivated*.)

T. There is another plant in this country that used to grow wild, but is now cultivated in large quantities, but it is still called the "weed," and those who use it "lovers of the weed." Who can tell me the name of this plant? (If there is hesitation, describe further.)

T. Who can tell why tobacco even after cultivated is still called a weed? "Because it never does any one any good." T. Has any one ever seen the tobacco plant? It grows to a height of three or four feet; the stalks are then cut, and, after being partly dried, the leaves are "stripped" from them. These are "cured," and then pressed into smoking or chewing tobacco, ground into snuff, or rolled into cigars or cigarettes.

T. What does tobacco always contain? What will it do to our systems? (Describe vividly the effect on a boy using it for the first time. Tell about the military schools, why its use is forbidden there. Have pupils sum up on slates in two or three statements, conclusions from the lesson.)

CRYSTALS.

The object of science lessons should be to teach a scientific fact or principle, by leading children to make inferences from the experiments performed.

APPARATUS.—Blackboard, etc., spirit lamp, test tubes, tumbler, a wire tripod and tin basins, as many crystals as can be obtained, a little of each of the following substances: Granite, quartz, chalk, salt, sugar, alum, sulphate of copper, soda, lead, solder.

METHOD.—Melt a piece of lead or solder. Dissolve salt in cold water in a tumbler. Make clear the distinction between dissolving and melting. Dissolve salt in hot water. Put sand or powdered chalk in water. Put sugar in cold water. Dissolve in hot water, sugar, powdered saltpetre, or soda crystals. Evaporate pure water and point out that there is no residue. Dissolve salt in water and evaporate the solution. Show what is left, and let some of the children taste it.

What is the inference with regard to certain substances?

1. Take one ounce of alum, powdered, with about one ounce, or a test-tube full of hot water in a glass; stir until it is dissolved. Allow the solution to cool gradually and crystals will appear.

2. Do the same with two ounces of powdered soda crystals, or copper sulphate, and a test-tube full of water.

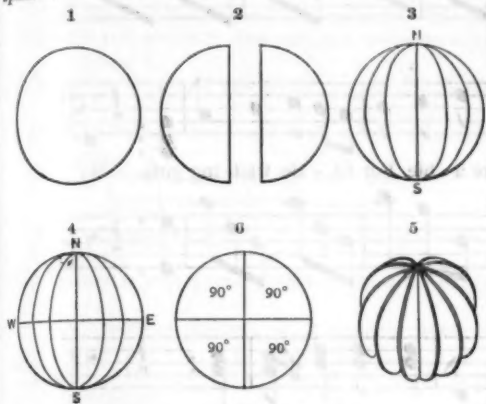
3. Take half an ounce of alum, half an ounce of sulphate of copper, mix and dissolve in half a test-tube full of hot water. When this is cooled the crystals of the different substances will be found side by side.

INFERENCE.—When some solids have been dissolved and the solution allowed to cool gradually, the substance will appear as *crystals*, clinging to the sides of the vessel, or to anything hard which may be in it. The crystals of different things are of different shapes. For example, those of alum are like two pyramids joined together at their broad ends. Again, in those of soda, though something like alum crystals, the faces are not of equal width; and those of copper sulphate have many more faces. Refer to the ornamental work done with alum crystals, and show a specimen. Point out the crystals in granite and quartz.

LONGITUDE.

(A lesson prepared and given by Miss ANNIE L. HINER in the Training Department of the Buffalo State Normal School.)

DIRECTIONS:—The illustrations were cut from colored card-board and distributed in the class, one pupil holding No. 1, another No. 2, and a third No. 3. Enough of No. 4 were provided to supply the remainder of the class. No. 5 was cut from white card-board, and used to show that the meridians were half-circles, and that two opposite meridians (these being cut from blue card-board) divide the earth into eastern and western hemispheres.



SUBJECT MATTER:—1. Meridians on the earth are semi-circles, extending from pole to pole, and cutting the equator at right angles.

2. The semi-circles are called meridians, because when the sun is over any one of them, all places through which that meridian passes have midday or noon.

3. The earth is divided into eastern and western hemispheres by two opposite meridians.

METHOD USED:—The pupil who holds No. 1 is called upon to describe what he has, to show it to the class, to place a representation of it on the board, and to give name of circle, and definition. The definition of a circle is then written on the board. A selection from Emerson's essay on circles may here be read to direct the pupil's attention to the many circles found in nature: as the eye, the horizon, etc. The pupil who holds No. 2 tells what he has, describes the two half-circles, and represents them on the board from the circle already drawn.

These half-circles are called semi-circles. The pupil who has No. 3, a flat representation of the earth with semi-circles drawn upon it, the letter "N." at the top, and "S." at the bottom, describes what he has, and says: "Semi-circles on the earth extend from north to south." This statement is written on the board. The rest of the pupils have No. 4. Pupils know equator and one describes what he sees; as, "Semi-circles on the earth extend from north to south, cutting the equator." He is sent to the board, to represent in small space how the semi-circles cut the equator. The teacher then describes a circle, thus: (see No. 6.) how many degrees in a circle; if the circle is divided into four parts, how many degrees in each part. Each one of these parts or angles is called an angle of 90°, or a right angle; then we have the definition:—Semi-circles on the earth extend from pole to pole cutting the equator at right angles. These semi-circles are called meridians; hence:—

1. Meridians on the earth are semi-circles extending from pole to pole and cutting the equator at right angles. As "meridian" is a new name a pupil is sent to the dictionary to find derivation and meaning, and the former is placed on the board: "Lat. medius, middle; and dies, day," the same as our word midday.

2. The semi-circles are called meridians, because when the sun is directly over any one of them, all places through which that meridian passes have midday or noon.

For development of the third point a map of the hemispheres should be used. Have meridians pointed out on this and on No. 4, and have the meridians counted; then ask: "How are the sides bounded?" "How many sides has the earth?" "How do the meridians that bound these sides divide the earth?" Illustrate with No. 5. The earth is divided into halves and these halves are called hemispheres.

Holding No. 5 so that the two blue semi-circles divide the sphere into eastern and western hemispheres, ask, pointing to the north, "What is this?" pointing to the south, "What is this?" to the east, "What is this?" to the west, "What is this?" Then pointing to the two

blue semi-circles, ask how two opposite meridians divide the earth.

3. The earth is divided into eastern and western hemispheres by two opposite meridians.

THE VOICE AND THE FACE.

A low voice is much more effective in the school-room than a loud, harsh one. It arrests attention, and somehow the child receives an impression of reserved power. It was the "still, small voice," in Bible history, which conquered where the whirlwind failed.

So, too, a cheerful, smiling face is a great aid in discipline. The angry scowl, the pouting lip, disappear as by magic under its influence. Does not the excited, peevish teacher behold her reflection in the face of the child as in a mirror? Is not the harshly-uttered rebuke provocative of muttered, or outspoken defiance?

It is as easy to draw children as to repel them, and, Oh, how much wiser! The same test of voice and face applies to all the work of the school-room. More gratifying results, both in scholarship and discipline, are attainable through these agencies than many teachers realize.

S. L. M.

Salem, Mass.

DRAWING AS A MEANS.

Drawing is freely used in the most progressive schools as a means of expression. It serves other purposes as well.

1. It is a mode of expression.
2. It stimulates observation.
3. It assists verbal description.
4. It aids the memory.

As a mode of expression and as an assistant memorizer it has been more freely discussed and utilized than, perhaps, in its other capacities. As a stimulant to observation it is invaluable. Try to draw a wagon and see how much more closely you will observe wagons afterward. If a teacher, finding upon a child's slate a side view of a head showing both eyes, says to the little artist, "Look at your neighbor across the aisle—can you see both his eyes?" a little finger will be stretched out to erase the superfluous feature, the same mistake will not be made again, and observation will be keener thereafter for the error and its correction.

As an aid in language and a means of giving variety to number work, drawing is also highly useful. Let the least talkative children bring their drawings, to the front, and explain them to the class. Call upon the most backward arithmeticians to tell the number stories they have illustrated in drawing. The slow process of preparing a picture gives them time to arrange their thought.

Drawing is an attractive form of busy-work. To promote its varied usefulness and not to rob it of its attractiveness, criticism should be of the lightest and friendliest description. A teacher, rapidly scanning the first "art work" of her babies, remarked seriously: "This little girl has drawn a horse and wagon and I can tell which is the horse and which is the wagon, j-u-s-t as w-e-l-l!" An observer, who had quietly opened the door in time to catch the words, was intensely amused; but could he have listened with the babies' ears, he would have heard in those words a high encomium.

Here is one way of giving a lesson that is to combine drawing, language, and number:

"I want the first division to draw a picture that will show that two and three are five. Who has thought of something? Mamie."

Mamie: "I'll make a house with two windows upstairs and three downstairs."

Teacher: "Wouldn't it be better to put the three windows upstairs? You know the door will take up some room on the first floor."

Mamie and her uninventive following set to work designing house fronts. Ralph volunteers to draw two birds on a fence and three in a tree, and several other pencils busy themselves in sketching his thought. Sadie thinks she will draw three dolls in one store-window and three in another. "That will not show that two and three are five," objects the teacher, and calls upon some one else.

When all are at work she leaves them to their own devices for about five minutes. Then she inspects their work, wipes out with a wet sponge every drawing that fails to illustrate the problem in hand, and sends those who have correctly represented its conditions to the front to tell their stories and exhibit their pictures.

MRS. PEDAGOGUE.

LESSON ON ROOTS.—II.

BY FLORA NRELY.

SPECIMENS.—A potato, onion, turnip, carrot, grass roots, the embryo.

From what does the root come? From the radicle of the embryo. What part of the plant is it? It is the part found in the ground. Of what use is it to the plant? It takes in the food, and it also fixes the plant in the ground.

Let the children notice fibres spreading out in all directions; tell them these are called the *true roots*. Call attention to the little sponges at the ends, which suck up the food of the plant. The parts of the root are (children pointing out), the *body* or *caudex*, the *fibres*; the part between the caudex and the stem is the *neck* or *root-stock*.

SHAPES OF ROOTS.

The *potato* is a *tuberous root*. Ask the shape. It is oval. Children notice that it is knobbed, solid, hard, and fleshy. The *eyes* are the parts to be cut out and planted. *Carrots, radishes, and parsnips* are *spindle roots*. They are large at the top, and taper towards the end. They have a few fibres. Sometimes they are divided, or forked.

The *onion* is a *bulbous root*. Bulbs are solid, coated, and scaly. Show how the scales can be separated. The scales are layers, or rings, from the top of which springs the stem. Some bulbs die after the plants blossom, and new ones are formed from the first bulb, and produce new plants.

The roots of trees are *branching roots*. (Teacher show why a tree could not have a root like other plants.)

Fibrous roots have a collection of fibres, which grow directly from the end of the stem, as the roots of grasses.

Creeping Roots extend in a horizontal direction, and send out fibres. This root spreads itself. Any joint will grow.

Granulated roots consist of several small tubers caught together by fibres.

Globose roots, like a globe, as the turnip.

Uses.—Some roots are used for food, some for fodder, some in distillation, others for medicinal purposes.

TOWNS—A SUGGESTION.

Locate each large town in your state on an outline map, drawn on paper or the board, and tell of each one:

On what railroad is it located?

On what river or coast?

Tell its business.

How large is it compared with New York City? Chicago?

What large towns would you pass through in going from Chicago to New York?

Name some city or village in which you are interested.

Describe (1) its location; (2) arrangement of streets;

(3) principal public buildings; (4) one private building;

(5) employment of its inhabitants.

Make an imaginary visit to-day to Chicago; take \$1,000 with you; tell what you see and what you buy.

WORD DEVELOPING.

Say to the class, "There is a man standing on a small island in the middle of a lake. How will he get to the shore?" Some will answer: "He will swim," others "He will row over in a boat." Ask them to describe the manner of rowing, and let a figure of an oar be drawn on the board. Write "swim," "rowed," "oars," upon the board. "If the man stops rowing, what will happen to the boat?" "It will float," "it will drift." Ask for the full meaning of "float and drift," and write them on the board. "What will happen if the boat gets into the rapids?" "It will upset." Give other words for "upset," "capsized," "overturn." This may be continued until a sufficient number of words have been developed. Let each word be correctly spelled, pronounced, and defined. Let each pupil form a sentence with one or more of these words in it, and write it on the board. Finally tell the class to write out the whole story which has been outlined, and bring it to be read at the next recitation.

—SCHOOL DEVICES.

LANGUAGE DRILL IN EVERY LESSON.—Make every lesson a drill in language. Whatever be the topic, correct all errors in grammar and pronunciation. Encourage your pupils to choose carefully and wisely the form in which they state either questions or answers. Wise guidance in this direction will bear rich fruit in later years.

PERSONS AND FACTS.

Between two and three tons of postal cards are manufactured every day at Castleton, N. Y. The largest order ever filled for New York city was 4,000,000 cards, or about twelve tons of paper.

Henry Hilton has given the picture "1807" to the Metropolitan Museum of Art, New York. The picture by Meissonier is known as "1807, or Napoleon Reviewing His Troops at Friedland."

The Brooklyn board of education has drawn up a budget of expenses for the ensuing year, estimating the same at \$2,041,795. Teachers' salaries to the amount of \$1,203,868 come out of it, as does \$14,970 for special music teachers. Officers' salaries amount to \$39,200, text books cost \$80,000, the evening schools, \$40,000; fuel, \$37,500; orphan asylums and industrial schools, \$29,000, and compulsory education of wayward children, \$15,000. Among the special expenses new schools are put down for \$600,000, and repairs are estimated at \$50,000.

Prof. H. A. Michaels, Dean of the Women's College of the Northwestern University, Evanston, Ill., will presently close her second year there, her notable success increasing constantly.

The Pennsylvania railroad is planning to tunnel under the Hudson river, between Jersey City and New York.

Cousins, the famous engraver, who so recently died, began to draw with a black lead pencil when he was but a child, and everybody was enchanted with his performances.

It is said that W. H. Doane, of Cincinnati, makes \$20,000 a year writing hymns.

It is reported that a Buddhist temple will soon be erected in New York.

Mr. Esakiel, the famous American sculptor, has just sent to a Baltimorean a life-size bust of the Abbe Liez.

The Rev. Theodore Dwight Cook, who died at Utica a few days since, was a descendant of Governor William Bradford, of the Plymouth Colony.

Dr. Oliver Wendell Holmes reads his poems from privately printed copies, in large type on unbound sheets.

The Rev. Dr. Anson Smyth, a prominent religious and educational worker, lately died. He was born in Franklin, Penn., seventy-six years ago. He served some time as pastor of a Presbyterian church in Connecticut and as representative of the Home Missionary Society in Michigan. Later he settled in Toledo, where he became Superintendent of Schools. In 1856 he was elected State Superintendent of Schools. He was sometime editor of *The State Journal of Education* and of *The Ohio Educational Monthly*. For the last ten years he had been a contributor to *The Evangelist*, of New York. He went to Cleveland in 1863 and for five years was Superintendent of the Public Schools.

THINGS OF TO-DAY.

A bar exists at the entrance of New York harbor which interferes materially with the passage of steamships.

The question of the annexation of Canada to the United States is being agitated.

Barnum has compromised his suit against the Grand Trunk Railway company for the killing of Jumbo for \$5,000 and a free pass over the road.

It is believed that thousands will be added this year to Alaska's population, as mining and exploring are to be energetically prosecuted.

Travelers to Florida during last winter were not quite so numerous as the preceding winter, owing probably to the rush to Lower California.

The Glasgow steamship "John Knox," Captain Broily, laden with liquors, brick, and rolling stock, struck the reefs near Channel Harbor, St. John's, N. B., and sank in half an hour. Every soul on board perished.

The Stanley Expedition has gone up the Congo, and is advancing prosperously.

The subscriptions to the new Russian loan foot up to ten times the amount of the loan.

P. T. Barnum is worth over \$13,000,000. His circus partners are worth from \$1,000,000 to \$3,000,000.

The local Signal Service Corps have prepared a careful summary of the weather for the first one-third of the year—the one hundred and twenty days up to May 1st—showing the mercury during that period to have fallen a total of 255 degrees below the normal for the past twelve years, or about 2.15 degrees below the normal each day.

The Grand Jury at Haverhill, Ohio, investigating the killing of Dr. Northrup by the McCoy's, at that place, has indicted all four of the McCoy's for murder in the first degree.

The executors of Mr. Tilden's will have completed the conveyance of the residuary estate, in all about \$9,000,000, to the Tilden Trust, organized under a recent act of the New York Legislature. A great library will be established.

Members of the Standard Oil Company have been on trial in Buffalo on a charge of conspiracy in destroying the works of a rival company.

It is reported that a college for the higher education of women will be founded at Princeton, N. J.

Canon Fleming, a distinguished English prelate, has been convicted of appropriating one of Dr. Talmage's sermons.

The Ives pool bill, recently passed by the New York legislature, legalizes gambling, under certain restrictions, in the state of New York.

High license has been defeated in the New York legislature.

The anti-saloon movement is becoming a party issue.

Various national religious assemblies have recently been meeting in different cities of the country.

The favorable testimony of thousands should convince you of the merits of Hood's Sarsaparilla.

GENERAL EXERCISES.

WAITING ON THE TABLE.

1. We're little waiting girls, just little waiting girls,
We wait on the table as well as we're able,
For little waiting girls.
2. To guests we pass things first, and to the family last.
First to the ladies, and then to the gentlemen,
Things are always passed.

CHORUS.—We pass the tray like this, we pass the tray like that,
Try to hold it, always hold it very, very flat.
To make a shocking noise is always very bad,
To knock a dish, or drop a dish, is very, very sad.

From "Kitchen Garden," by permission of Miss Emily Huntington, New York.

* OCCUPATIONS.

AN EXERCISE FOR GIRLS.

RECITATION—"OUR WORK."

By five girls, the first and seventh verses to be said in concert.

We are a band of merry school girls,
And for us life's just begun;
But we know from faithful teaching.
Life was meant for more than fun.
So we all are working, thinking
Of the part we are to play—
Of the earnest work we'll do,
In the busy world some day.
Each has chosen her vocation,
Each intends to learn it well;
Would you like to hear about it?
This is what we come to tell.

1st Girl.

I shall be a music teacher,
In some city far away,
I shall try to make my pupils
Practice faithfully every day.
I know that I shall love my work;
And through the year to leafy June,
I shall spend my time in teaching
Scales and chords, and time and tune.

2nd Girl.

I shall be a stenographer,
In the time we call "some day;"

I will take your letters down
In the quickest kind of way.
On the type-writer I will print them,
In style correct and neat,
And almost before you know it
Your letter will be complete.

3rd Girl.

I shall be a trained nurse,
When I'm old enough to be;
And when any of you are sick
Perhaps you'll call on me.
I'll give you the best of care,
And be cheerful day and night;
The medicine I'll never forget,
The pillows I'll place just right.

4th Girl.

When I've grown to be a woman,
A doctor I mean to be;
And all who've any ailment
May come and be treated free
I'll do all the good that I can—
I'll teach people to keep well;
And that is better than curing the sick,
As any of you can tell.

5th Girl.

In the years that are to come,
A teacher I shall be;
And all your dear little ones
Please send to school to me.
My school-room will be pleasant,
The lessons easy, too;

And I will always teach the children
To be faithful, good, and true.

And such is our work to be
In the coming busy years;
We will be well prepared,
And therefore have no fears.
Each one of us is eager
In the world to do her part,
And we'll willingly use the strength
Of hands, and brain, and heart.

RECITATION—"A LITTLE SEAMSTRESS."

By a little girl.

"I am learning how to sew," said an eager little maid;
"I push the needle in and out, and make the stitches strong;
I'm sewing blocks of patchwork for my dolly's pretty bed,
And mamma says, the way I work it will not take me long.

It's over-and-over—do you know
How over-and-over stitches go?

"I have begun a handkerchief: Mamma turned in the edge,
And basted it with a pink thread to show me where to sew.

It has Greenway children on it stepping staidly by a hedge;

I look at them when I get tired, or the needle pricks, you know.

And that is the way I learn to hem
With hemming stitches—do you know them?

"Next I shall learn to run, and darn, and back-stitch, too, I guess;

It wouldn't take me long, I know, if 'twasn't for the thread;

But the knots keep coming, and besides—I shall have to confess—

Sometimes I slip my thimble off, and use my thumb instead!

When your thread knots, what do you do?
And does it turn all brownish, too?

"My papa, he's a great big man, as much as six feet high;

He's more than forty, and his hair has gray mixed with the black;

Well, he can't sew! he can't begin to sew as well as I.
If he loses off a button, mamma has to set it back!

You mustn't think me proud, you know,
But I am seven, and I can sew!"

CONCERT RECITATION—"LITTLE HOUSEKEEPERS."

By several girls.

Busy and happy young housewives are we;
Not very big specimens—that you can see—
But we've just the same housework of all kinds to do,
That the big, grown-up housekeepers have to go through.

Since Monday is wash-day, all the world round,
At the wash-tub on Monday, we're sure to be found.
We rub Dolly's clothes till they're pure as the snow, (1)
Then we rinse them, and wring them, and hang them up so. (2)

On Tuesday the ironing has to be done,
So we sprinkle and fold (3)—that's the part that is fun!
And we smooth out the wrinkles with our irons thus,
you see,
Rubbing backward and forward, till they're smooth
as can be. (4)

On Wednesday we bake—and oh! 'tis such fun
To knead the soft dough—this is how it is done. (5)
For our cakes, we must have just the finest of dust,
Then our pies—this is how we roll out the crust. (6)

On Thursday, there's nothing especial to do,
So we do odds and ends—darn stockings or sew, (7)
But on Friday, with brooms we make the dust fly
As we sweep the house o'er, where'er dirt we espy. (8)

And at last, when Saturday comes—oh dear! dear!
We're busy as any grown folks ever were;
We clean, and we scrub, and we brew, and we bake, (9)
Then our week's work all done, Sunday rest we can take.

1. Make the motion of rubbing up and down, as on a wash-board in washing.
2. Make the motion of wringing clothes by hand, and then reaching up, to hang them on the line.
3. Motion sprinkling.
4. Using the right hand, move smoothly left and right, left and right, etc.
5. Move alternately the doubled fists, up and down as in kneading dough.



6. Use both hands, making a smoothing motion.
 7. Motion of sticking a needle in and out.
 8. Holding the hands as though holding a broom, making a sweeping motion.
 9. Count off with the right hand, on the fingers of the left, each item.
- Young Folks' Entertainments.

SCENES FROM THE LITTLE HOUSEKEEPERS' CLASS.

It was our pleasure to witness recently the following scenes at the anniversary of the Home for the Friendless. The classes were under the direction of Miss Buchanan of the Industrial Education Association. The songs and music, as well as the out on the page, are from a valuable collection entitled "The Kitchen Garden," by Miss Emily Huntington of the Wilson Mission, New York, and can be procured by writing her. Many schools that do not yet boast of a kitchen garden, have classes reciting in domestic economy, and can produce these exercises with little effort.)

SONG—"LITTLE WAITING GIRLS."

(Given in this number with music.)

Class form in circle, with table-boards in hand. March round, singing the verse through twice. Then, at a decided chord on piano, face outward and sing the chorus, each child being taught to bend from the waist, and pass the tray first to the left then to the right, as they sing "We pass the tray like this, we pass the tray like that." (See picture above.)

WASHING.

Directions. A long table is on the platform on which are placed little tubs, wash-boards, and bags of clothes. Children march around table to music; at signal all stand and sing "Sort the Clothes."

Sort the clothes while water's heating,
With the greatest care;
Stretch the line out in the sunshine,
If the day is fair;
Rinse the tubs so nice and tidy,
All the specks away;
So begin your work all nicely
On the washing day.

First wash well the table linen,
While the water's clean;
Care for stains, you've learned the lesson,
Let them not be seen;
Then you rub them, cuffs and collars,
All the streaks away;
Work by rule and work so nicely,
On the washing day.

When the washing is quite finished,
And put out to dry,
Every pair all hung together
On the line so high,
Put the flat-irons on the furnace,
For it is the way,
Always to press out the flannels,
On the washing day.

Children are seated. Teacher questions; pupils respond in concert.

- T. What is the first thing to do about washing?
P. Put the water heating.
- T. What next?
P. Sort the clothes, putting those to be washed together, in separate piles.
- T. What next is to be done?
P. Rinse out tubs and make suds.
- T. How do you make suds?
P. By cutting soap into small pieces and dissolving it in water.
- T. Do you use more soap in washing?
P. On the most soiled places.
- T. How many sides of a garment do you wash?
P. Both sides, and especially the hems and seams.
- T. What do you wash first?
P. Flannels so they may be ironed the same day while they are damp.
- T. Why not let them dry and sprinkle them?
P. It would shrink them.

T. What kind of water do you wash them in?
P. Hot suds.

T. What kind of water do you rinse them in?
P. Clean, hot water, for changing the temperature shrinks them.

T. Do you rub soap on them?

P. No, for it makes whites spots.

T. What is the order for the other clothes?

P. Table linen, fine clothes, bed linen, calicoes, stockings.

T. After washing them, what next do you do?

P. Boil them.

T. What kind of water do you put in the boiler?

P. Cold water to take out the stains.

T. How long do you boil them?

P. Twenty minutes. Too much boiling makes them tender.

T. When you take them out of the boiler, what next do you do?

P. Rinse them in clean water.

T. What next?

P. Blue them.

T. How do you make bluing water?

P. By stirring a little bag of bluing around in a tub of lukewarm water.

T. How do you make starch?

P.

Three tablespoons of starch you take,
And with cold water paste you make;
Stir in a quart of boiling water,
Ten minutes boil it, little daughter;
And then a pinch of salt will fix it,
If with wax candle you should mix it.

T. Why do you mix it with cold water?

P. That it may thicken properly.

T. What is the salt for?

P. To keep it from sticking to the iron.

T. And what is the candle for?

P. To give it a gloss.

Pupils stand, sort clothes, take the bags and make them into little boilers by folding down the top, place back of tub, and commence washing, singing as they work a very pretty "Washing Song."

In the tub so cheerily our little hands must go,
Washing all so merrily, and washing white as snow;
In the tubs so cheerily our little hands must go,
Washing all so merrily and washing white as snow.

Chorus—La, la, la, etc.

Up and down we rub the clothes,
With all our might and main,
Rubbing spots away;
And splash, splash, splash, off goes a stain,
Splash, splash goes a stain,
Tra la la, tra la la, tra la la.

While we wash oh readily, so white the garments grow,
Rub and scrub them steadily, and let clear water flow;
While we wash oh readily, so white the garments grow,
Rub and scrub them steadily, and let clear water flow.

Chorus—La, la, la, etc.

Children are seated.

T. What is done to the line after putting it up?

P. We wipe it off.

T. Which side do you hang the clothes out?

P. The wrong side.

T. How do you hang clothes?

P. In sets, and one garment overlapping the other, so that one pin will hold two garments.

T. Where do you hang them?

P. In sunny places.

Chords are struck; children stand; put clothes in bags, bags in tubs, all march off the platform with tubs on their heads.

EDUCATIONAL NOTES.

CONNECTICUT.

The Fairfield County Teachers' Association held its eleventh annual session in South Norwalk, May 20, with President W. E. Peck, of Stratford, in the chair. W. H. Lamson, of Bridgeport, read a paper upon "Industrial Drawing," in which he claimed that this was the corner-stone of industrial education, which is now working claims for admission to a place in the public schools. He illustrated what is being done in Bridgeport, by a set of drawings that have been made by the pupils, from models. Mrs. Emma Dunning Banks, of Bridgeport, gave a very interesting address on reading in the public schools from the standpoint of an elocutionist. She urged the proper cultivation of the voice, from the lowest primary grades, and the importance of gestures, which may be taught even to small children. She deprecated lazy articulation. Pantomime, as an aid in gesture, was strongly urged. A. P. Somes, principal of the Danielsonville High School, gave an address on "Temperance Physiology." His plan is to bring before the class some alcohol, showing them its various properties, that it is inflammable, volatile, absorbs water, and that when it comes in contact with the mucous membrane it contains that tissue. He spoke of its effects upon the human system in a very clear and practical manner.

Professor A. B. Morrill, of the State Normal School, gave a valuable lecture on "Science Lessons in the Lower Schools." He showed by simple apparatus, such as the teachers could make for themselves, various simple experiments in frictional electricity. He explained how to make a battery by using a fruit jar. He thought the simple beginnings of science could be introduced into all the schools. The next exercise was a talk on "Composition in Advanced Grades," opened by Principal J. D. Bartley, of the Bridgeport high school, who asked: "Why do we study English in schools? It is to learn to use the English language correctly. Children will talk about what they are interested in. Let them place their thoughts upon paper. He thought teachers should allow pupils to select subjects that will interest them. They may need the teacher's suggestion as to the best choice of subjects. The teacher can talk with his pupils about various subjects which will interest them, and from these talks will grow many interesting compositions. Dr. Nicholas M. Butler, of New York, gave a lecture on "Industrial Education." The advocates of industrial education claim that we must use all the senses in order to completely educate the pupils, who should not only describe and delineate, but make a thing. It involves two principles, the training of the executive faculty, and the training of the reason.

Supt. Geo. H. Littlefield, Newport, R. I., lectured on, "What Constitutes a Good School." One of the first needs of our schools is a stronger financial support. There should be a larger number of male teachers in proportion to female teachers than at present. The second great need is a greater degree of cordiality between parent and teacher. School trustees and superintendents should be chosen with care. The superintendent should be a man of peculiar fitness for his work. A good teacher is the main factor in making a good school. The teacher needs good health, a sense of integrity, and the best possible education. He needs a thorough knowledge of psychology, a thorough knowledge of the art of teaching, power of discipline, and good common sense. Miss Hattie A. Luddington, of the state normal school, gave a talk on "Number." She said two things were necessary to ascertain with children, viz.: What it is to know a number, and what is in a number, that is, the relation of numbers. She would not touch figures until after pupils had learned the numbers. The signs used in numbers should be taught later. The teacher should combine other work with that of teaching number, as drawing, making a certain number of objects on the slate, or cutting them out of paper, etc. She closed the exercise by showing her method in teaching a class of small children.

The last exercise of the session was a class exercise in local geography, conducted by Miss L. H. Luns, who claimed that the beginning of the teaching of geography should be with the school ground, and village, and town, and then extend the study until it should embrace the state and country. She illustrated her method by a class of children, who showed by their ready answers that they had been well taught.

The following officers were elected: President, E. S. Hall, South Norwalk; Vice-President, M. A. Warren, Greenwich; Secretary, Esther S. J. Chapman, Westport; Treasurer, W. W. Porter, Bridgeport; Executive Committee, J. D. Bartley, Bridgeport; F. H. Baldwin, Fairfield; J. W. Williams, Stamford.

The graduating exercises of the Welch Training School, New Haven, occurred June 10. In the afternoon, Supt. McAllister, of Philadelphia, addressed a general meeting of the city teachers. Supt. Dutton, of New Haven, sails for Europe, July 6, to spend his vacation. He will return in time for the opening of the schools, September 12, which is a week later than usual.

The summer school conducted by the secretary of the state board of education last year at Niantic, will not be repeated this season. Although very successful, the labor and expense were great.

The board of education of Bridgeport is making some moves toward giving their principals more time for supervision. The highest room in the Prospect street school has been divided into two, so as to give Principal Simonds less class-room work.

The presidency of Atlanta University, Georgia, has been unanimously tendered to Rev. Erastus Blakelee, of New Haven, who will probably accept.

At New Haven's dedication day of her soldiers' monument, June 17, a memorial guard of 700 uniformed public school boys will march in the procession, and sing patriotic songs.

Isaac Thomas, classical teacher in the New Haven high school, has resigned, and goes to Milwaukee to conduct a private school.

It is noticeable how frequently the SCHOOL JOURNAL is now seen, in visiting school-rooms in this part of the state.

New Haven. State Correspondent.

A. B. FIFIELD.

WEST VIRGINIA.

Prof. W. H. Payne, of Michigan, and Dr. M. A. Newell, of Maryland, will conduct an institute at Martinsburg, beginning June 13.

NEW YORK.

Institutes will be held as follows:

DATE.	COUNTY.	PLACE.	INSTRUCTORS.
June 13, 1st dist.	Albany.	Clarksville.	Prof. H. R. Sanford.
" 20, Livingston.		Mt. Morris.	Dr. J. H. French, and Prof. A. P. Chapin.
" 20, Tioga.		Owego.	Prof. S. H. Albrow.

The Southside Teachers' Association, L. I., was held at Amityville, June 4. A class in psychology was led by W. E. Gordon, also one in number by Miss Laura G. Marsh. One of the best ways to disseminate good methods is by these practical illustrations.

Orange county teachers' association was held recently at Newburgh. Some of the interesting features were: A paper on the mines of Orange county, by Joseph T. Tracy, of Goshen.

The paper was filled with interesting facts, historical as well as geological. The history of the most noted mines was given, and the story of the forging of the famous West Point chain told. Prof. T. L. Roberts, of New Paltz, gave a very interesting and instructive lesson on "Music in the Public Schools." He considers the whole octave as a unit, and sound as a thing or object to be seen by the "eye" of the ear. The ear can be trained just as the eye.

Miss Belle Chapman, of Newburgh, favored the teachers with a class exercise on language. Children of only seven and eight expressed their thoughts, both orally and written, in a manner that was almost wonderful. A class exercise in number was given by Miss H. L. Scudder, of Middletown, the "Grube" method being very clearly illustrated by objects. George Griffith, A. B., Professor of Science and Art of Education in the New Paltz normal school, and president of the New York State Teachers' Association, gave a valuable address before the association. It was closely listened to, and showed the teachers the necessity of professional preparation for their work.

The Rensselaer County Teachers' Association held its spring meeting at East Albany, May 27 and 28. Pres. C. T. H. Smith presented a well-considered program of exercises. During his presidency, which has been a very successful one, he has made the larger part of the exercises of each meeting center about a single subject. At this meeting the central theme was geography. The program included the following exercises, which were exemplified by class-work in the presence of the association, classes being gathered from the East Albany schools, and all strangers to the illustrators, except one:

Miss Anna F. Moakler, East Albany, illustrated her method of teaching "Direction and Distance," with a second-year class. Mr. M. J. Early, Housick Falls, gave a lesson in "Descriptive Geography, Switzerland," to a class of eighth-year pupils. Miss Lora T. Person, Lansingburgh, gave to a similar class a lesson in "Mathematical Geography." All these were well considered, and each one established undoubted ability to teach. Mr. Early's exercise was really worth a special place in the JOURNAL. Discussion followed each exercise. Miss Lillie F. Adams, Brunswick, demonstrated in a very happy manner, her method of "Organizing a Rural School," by actually going through the preliminary steps, with about twenty-five little folks, of ages ranging from five to twelve years of age. An excellent feature of the work of the association was giving plenty of time to the discussion of each exercise. Not more than half of the list was presented, yet no one was vexed that his exercise was omitted. The association is united, and works for the good of all. Pres. Smith retires from his good offices to us, much to our regret. He has made a faithful, hard-working president, and deserves the unstinted praises accorded to him by his fellow-members. The greatest evidence of our progress is found in the willingness of our teachers to do whatever in them lies for the illustration of their methods, and some of the demonstrators will pass for young girls yet. But they permit no man to "despise their youth."

PENNSYLVANIA.

The next session of the Pennsylvania state teachers' association will be held at Clearfield, July 5, 6, and 7. The following program has been prepared by the executive committee: Tuesday, July 5, addresses of welcome, Supt. Matt. Savage, Thomas H. Murry, Esq., and Hon. Wm. A. Wallace; response, Prof. E. O. Lyte, principal of the Millersville state normal school; inaugural address, Supt. James M. Coughlin, of Luzerne county; Should Superintendents Have Commissioned Assistants, Prof. James J. H. Hamilton, Oseola; discussion opened by Supt. Chas. Lose, of Lycoming county; How Shall Drawing be Taught, Prof. D. R. Augsburg, Kutztown; discussion opened by Prof. Z. X. Snyder, Greensburg; Lecture, The Earth, Dr. T. C. Mendenhall, Terre Haute, Indiana; Wednesday, July 6, county institutes, Prof. John S. Daniel, Allegheny; discussion opened by Supt. Benton E. James, of Susquehanna county, and Prof. T. W. Bevan, of Catawauqua.

Resources and Industries of Pennsylvania, Dr. D. J. Waller; discussion opened by Prof. P. M. Bickle, Pennsylvania College, What Shall We Drink, Dr. D. T. Kelley, Lewistown; Practical and Scientific Physiology, Prof. Thomas H. Dinsmore, Emporia, Kansas; discussion opened by Mrs. Mary H. Hunt; lecture, On the Wing, Dr. A. A. Willits, Louisville, Ky.; Thursday, July 7, Teachers' Union, Prof. W. C. McClelland, Washington and Jefferson College; discussion opened by Prof. J. H. Young, Indiana; What is the Object of Examinations in Graded Schools? Prof. H. S. Jones, Erie; discussion opened by Prof. A. W. Potter, Wilkes-Barre; Reading, Elocution, Oratory, Miss A. Lizzie Radford, Reading; Discussion opened by Miss Julia A. Orum, and Prof. Silas S. Neff, Philadelphia; brief addresses by Dr. E. E. Higbee, Hon. J. P. Wickersham, Hon. Henry Houck, Dr. E. T. Jeffers, Hon. John Patton, and others. Prof. George E. Young, of Kutztown, will conduct the musical exercises, and Misses Jean Glenn, of Mercer, and Emma Bingler, of Pittsburg, will sing at the evening sessions.

The recent triennial conventions of directors for the election of county and city superintendents were attended with the usual interest. The following are some of the superintendents elected and re-elected: Luzerne county, James M. Coughlin; Columbia county J. S. Grimes; Carbon county, T. A. Snyder; Schuylkill county, Geo. W. Weiss; Berks county, David S. Keck; Bradford county, Geo. W. Ryan; Dauphin county, R. M. McNeal; Lehigh county, J. O. Knauss; Lackawanna county, N. S. Davis; Wyom-

ing county, Asa S. Keeler; Franklin county, F. H. Snyder; Huntington county, M. G. Brumbaugh; York county, H. C. Brennaman; Lycoming county, C. D. Lose; Bucks county, W. H. Slother; Fayette county, L. M. Herrington; Mifflin county, J. A. Meyers; Beaver county, J. M. Reed; Wayne county, J. H. Kennedy; and Susquehanna county, U. B. Gillott. The following are some of the borough and city superintendents elected: Reading, Thomas M. Balliet; York, W. H. Shelley; Ashland, J. H. Mitchner; Hazleton, D. A. Harman; Scranton, G. W. Phillips; Nanticoke, Will S. Monroe; Hazle, P. F. Fallon; Plymouth, D. B. Gildea.

The course of study in the Philadelphia high school is undergoing a change. A majority of the faculty have recommended to the board of education that the curriculum be improved. They desire that the standard for admission be raised, and that the admissions be annual instead of semi-annual. They would extend Latin to the lower classes; restrict political economy to the two highest classes, and drop mental science from the regular courses, and transfer it to the teachers' course. The English branches are to have as much prominence as any others. In the latter part of the course, students will be permitted to elect either literary or scientific branches. The board of education is requested to furnish a gymnasium and six new class-rooms; to provide an instructor in English, one in Latin, one in physical training, and to add to the course a supplementary course of one year, to train male teachers for the schools of Philadelphia. The faculty also recommend that the board confer the degree of bachelor of arts or bachelor of sciences upon those students who have completed the four-year course.

The Cottingham celebration at Easton on April 28, was a notable one. The city was decorated with flags, and a parade was formed, comprising the city officials, the board of education, and 2,300 school children. There was presented to Mr. Cottingham an album containing the names of more than 5,000 alumni and pupils of the schools, besides the autographs of Hon. James G. Blaine, President Cleveland, and other noted public men.

Dr. Franklin Taylor, president of the faculty of the Philadelphia high school, has been granted a year's leave of absence. He will go to Europe to regain his health, which has been failing for some time.

There are yet in Pennsylvania 37 log school houses. There are also 3,882 "teachers" in the state who have read no book on teaching.

1,326 schools were not visited by their superintendents last year. Supt. Higbee reports that there are in the state 190 academies and seminaries, and 308 ungraded private schools, employing 1,116 teachers, and giving instruction to 30,500 pupils.

Prof. L. G. Greer, principal of the Birmingham Seminary for the last thirty years, is dead.

Lincoln University will graduate a class of twenty-nine colored men this year.

Oseola Mills, Correspondent.

JAS. J. H. HAMILTON.

The annual examinations of the state normal schools were held as follows: Kutztown, June 7, with George Morris Phillips, David S. Keck as examiners; Mansfield, June 7, with Principal Beard, of Lock Haven, and Superintendents Lose and Trauseau, as examiners. The examinations of the schools at Bloomsburg, West Chester, and Lock Haven, will be held June 14, with Prof. Noes, Supt. L. O. Foose, and Supt. J. S. Grimes as examiners at Bloomsburg; Prof. McCrery, and Superintendents Gotwals and Slotter at West Chester; and Principal J. A. Cooper, and Superintendents Savage and Swift at Lock Haven. Tuesday June 21, the examinations at Edinboro, Shippensburg, and California will be held. The examining committee at Edinboro is composed of Dr. D. J. Waller, Jr., and Superintendents Morrison and Kinsey; Shippensburg, Prof. Durling, and Superintendents Likens and Brumbaugh; California, Principal Shaub, of Millersville, and Superintendents Spindler and Herrington. The pupils of Millersville and Indiana will be examined, June 28, by the following: Millersville, Principal D. C. Thomas, and Superintendents Bodenborn and Brennaman; Indiana, Dr. N. C. Schaeffer, and Superintendents Hughes and Browner.

A summer school at Archbald will be conducted by Prof. R. N. Davis, assisted by Prof. Wm. Noetting, and Rev. T. C. Edwards. There is a demand for just such a school in that locality and with a corps of instructors so able its success is assured.

The teachers of Wayne county enjoy a rare opportunity in having Prof. George W. Twitmyer as principal of their summer normal school. Few men in our state have made more rapid growth, or are better qualified to instruct a body of intelligent teachers than Prof. Twitmyer. His class room work has always been excellent, and his lectures before teachers' institutes very good.

Kington. State Correspondent.

WILL S. MONROE.

RHODE ISLAND.

Thomas B. Stockwell conducted local teachers' institutes as follows: Olneyville, June 6; Warren, June 10.

NEW YORK CITY.

TO THE NATIONAL ASSOCIATION *via* BURLINGTON, VT., AND THE AMERICAN INSTITUTE OF INSTRUCTION.

Those teachers from New York and vicinity who wish to attend the American Institute of Instruction, Burlington, and the National Association at Chicago, can get round trip tickets to Chicago, *via* Burlington, from New London, Conn., for \$23. This does not include membership of the National Association. The tickets from New London must be secured by addressing President William E. Sheldon, 3 Somerset street, Boston.

EXCURSION TO ST. PAUL, MINNEAPOLIS, DULUTH AND LAKE SUPERIOR.

Teachers should avail themselves of the excursion rates offered by the Wisconsin Central Railroad from Chicago to St. Paul, Minneapolis, Duluth, Superior,

Ashland, Yellowstone National Park, the Pacific Coast, and Alaska.

Chicago to St. Paul	and Return, \$21.00.	Good until 31st Oct.
" " Minneapolis	" " 21.00.	" " 31st "
" " Ashland	" " 18.50.	" " 31st "
" " Duluth	" " 22.75.	" " 31st "
" " { Yellowstone National Park }	" " 140.00.	" " 31st "

National Park ticket includes meals in dining cars on N. P. R. R. All staging in Park five days. Hotel bill in the Park and sleeping-car free both ways on N. P. R. R. Teachers can go via St. Paul and Duluth, to Ashland with privilege to stop over at St. Paul and Duluth, returning by another route to Chicago from Ashland. The strong probability is that these rates will be still further reduced before the meeting of the National Association. For full information and a pamphlet entitled, "A Summer Jaunt," enquire of H. E. Tupper, general eastern passenger agent, 319 Broadway, New York.

The Grand Central Depot is the eastern terminus of the New York Central and Hudson River Railway. Thousands of travelers between New York City and Buffalo or Niagara Falls, and intermediate points, con-



sulting their own convenience, comfort, pleasure, or safety, travel by this great four-track railway. It passes along the banks of the beautiful Hudson to Albany, and then through the fairest and most fertile portion of the Empire State, to Buffalo and Niagara Falls. Magnificent views of the Falls of Niagara and the rapids above and below the Falls are obtained by passengers over the New York Central and Michigan Central Railroads. The through trains cross the celebrated Cantilever bridge, and stop at Falls View Station, on a high bluff overlooking the Falls. An eminent journalist very truly remarked that there is but one Niagara Falls on earth, and the New York Central and Michigan Central are the only first-class routes to this great cataract.

NORMAL COLLEGE.

The annual report of President Hunter, of the normal college, is published, and contains many interesting facts worthy of consideration, especially at this time, when unfavorable and unjust criticisms have been made respecting this institution. The college was first opened in 1870, and the average attendance for that year was \$64. The object of the board of education in establishing it, was to prepare the graduates of the female grammar schools by a course of instruction to become qualified to teach in the public schools. Since its opening in the year above named, it has graduated at the annual commencement from 300 to 350 thoroughly educated young ladies, until the number has reached 3,479, of whom nearly 2,000 are now teaching in the schools, not including those who formerly taught and have since died, resigned, or removed from the city. The average attendance for 1886 was 1,439, and the number of graduates for that year was 386. These facts, as set forth in the report, furnish conclusive evidence of its popularity, despite the attacks which have been made upon it by parties who are not familiar with what the institution has accomplished through the thoroughness of its system of instruction. In looking through this report, the writer finds a satisfactory answer to the gratuitous statement which some have made that the children of poor parents are unable to remain in the college on account of the inability of such parents to support them while completing their studies, and who are compelled to engage in other occupations in order to contribute to the support of their parents. While this may be true in isolated instances, the table of the occupation of the parents of the students, shows that a majority of them do not belong to wealthy families, but are children of mechanics, traders, clerks, and persons in moderate circumstances. This table should be carefully examined by all disinterested persons, who are anxious to know what the college is doing for all classes of children, without respect to social position, nationality, or religious faith. It is sometimes urged against the college that children should not be educated above their

parents," not considering that these children who have received the advantages of a higher education than fell to the lot of their parents, have by these means been enabled to lift these parents to a higher plane of usefulness, and to repay them for the sacrifices which they had cheerfully made for their children. It is often asked, what kind of teachers do the graduates make, and what success attends their labors in the schools? There is a general agreement among principals, who feel it to be their duty to render assistance to teachers just appointed, to do so, cheerfully, until experience qualifies them to discharge the duties devolving on them, in a satisfactory manner, without any special aid. The writer has enjoyed frequent opportunities of observing the methods employed by the graduates of the college in imparting instruction to the lower classes of our primary schools, and has been surprised as well as gratified at the readiness displayed in adapting themselves to the wants of young children who have just entered the schools, and the successful results which have followed. Seldom, if ever, has there been a case which compelled school officers to discharge these teachers for inefficiency, though some have needed longer experience than have others, before they obtained a permanent license. The results of the examinations of all the classes in the schools, as reported by the assistant superintendents, are on file in the superintendent's office, and attest how well and how faithfully the graduates have discharged their responsible duties. The demand for increased attention to manual training in our public schools, is accompanied with a demand for qualified teachers of these additional studies, and President Hunter has wisely proposed to introduce "a normal course for manual and industrial training," in the college, and as some of the professors are familiar with the subject, and understand the methods employed in teaching the several branches which may be introduced into the classes which it is proposed to form, no additional expense will be incurred, except for an expert in the cutting and fitting of garments. The president speaks of some of the students who have "an aptitude in the line of handicraft, rather than in that of purely intellectual work," and who could enter such classes, and so be prepared to teach in the public schools when the board of education shall have completed its arrangements respecting industrial training. Should the recommendation of the president be adopted, the graduates thus instructed will be usefully employed in teaching handicrafts to the pupils in the schools, and so fitting and preparing them to discharge with ability the enlarged duties of domestic as well as business life.

Under the direction of their teacher Miss Hanaway, the primary department of Grammar School No. 28, held appropriate exercises in observance of Memorial Day, on the afternoon of May 27. It was a pretty and effective sight when the doors were rolled back, and there appeared before the small but favored audience, several hundred children seated in a room decorated with flags and flowers, each child wearing a miniature flag in his button-hole. To add to the effectiveness of the scene, the pupils were all engaged in light, hand calisthenics. The opening exercises were conducted by Rev. Dr. Milligan, and consisted of reading of scripture and prayer. It was pleasing to notice here, not the absolute silence that prevailed, but the absorbed, interested attention given by the pupils to this part of the program. Mr. Rogers, chairman of the board of trustees, conducted the exercises, and entered heartily into the spirit of the occasion. The program consisted of the following: Singing of a hymn, by the school; a song, Welcome, by seven little girls, each bearing a letter of red and white flowers, of the word "Welcome"; song, Verdant Fields, by the school; recitation, What a Child did; solo, The Maid of Dundee; recitation, Dolly's Ailments; song, The Harp that once through Tara's Hall; recitation, The Little Girl who wouldn't say Please; recitation, New Mittens; an exercise, The Windmill, by children from the Five Points Mission, under the direction of their teacher, Miss Van Akin; song, The Flag, by the school; recitation, Alphabet Troubles; song, Marching through Georgia; presentation of badges for the greatest improvement in writing. Part II.—Calisthenics; song, Auld Lang Syne; recitation and song, The Tardy Scholar; recitation, Mr. Nobody; recitation, Suppose; song, The Old Folks at Home; recitation, A Puzzle; Duet; recitation, Grasshopper Green; quotations, from the pupils of the department; song, The Star-Spangled Banner; recitation by three little girls, The American Flag; solo, Peek-a-Boo; song, The Watch on the Rhine; recitation by seven girls, Our June Prospectus; song, Red, White, and Blue.

Every feature of the program was interesting, but the singing was particularly impressive. The songs were the old familiar ones, many of them patriotic, and the pupils were perfectly familiar with them, singing all without books. "The Flag" seemed to be an especial favorite, and by request was repeated at the close. In several of the patriotic songs the chorus was accompanied by the waving of flags. The pupils showed excellent training in the enunciation of words both in speaking and singing; and also an ease in gestures that was quite remarkable in speakers so young. The light, hand calisthenics were gracefully performed, and in perfect time to the music. This is a feature to be recommended in any school, not as a means of physical development, but of cultivating grace, dexterity, and an idea of time in music.

At the close of the program very pleasant remarks were made by Dr. Milligan, Mr. Tracy, Mr. Cummings, and Mr. Rogers, all speaking appreciatory and encouraging words to the children. To say that the pupils did great credit to themselves and their teachers hardly expresses the excellent manner in which they acquitted themselves.

LETTERS.

A "HARD SCHOOL."—You are constantly saying: "Don't scold; don't use the rod." "Deal gently with the erring ones." Now I can appreciate as fully as any one the moral effects of cheerfulness and kindness on the part of the teacher. I have always prided myself on having the happy faculty of getting the attention of pupils, and having good order without the use of any physical force. But I am now in a place where I have failed to do either to my own satisfaction. Present a subject in as lively a manner as possible and vary my exercises as I will, and I cannot secure the attention of more than eight or ten pupils out of the sixty. The school I have undertaken this winter is in a most deplorable condition. The children are the most lawless and ill-mannered that I ever saw. With but very few exceptions, from largest to smallest, they will fight, swear, use vulgar and obscene language, smoke and chew tobacco, and some of them are actually drunkards. They are taught all kinds of vices at home, and very few of them ever expect to obey their parents without first receiving a blow. I have had to use the rod, and used it more the first week of my school than I ever did before in all my practice of teaching, and I believe it had a salutary effect. Yet I believe I can see some little good, growing out of my efforts. I would be very glad of some suggestions from you.

GEO. H. DAWES.

Sympathy is the key to perfect success with any class of pupils, but not the slightest step can be taken without it in dealing with the class of pupils you describe. The Germans say: "Oh, we loved Bayard Taylor! He ate with us, drank with us, and danced with us." So should you enter into the lives of your pupils. Do not be shocked and horrified at their vices, and hold yourself aloof from the pupils with an air, "I am better than those."

They are rough and coarse, but they possess good qualities, and if they like you, these will be called into exercise when you are around. You may have to completely change your tactics, ordinarily pursued. Let advancement in studies go, until you have won your scholars and awakened an interest. You may have to bring forces to bear that you never thought of using before, but do not hesitate to use them if you think they will be effectual. If you find the pupils can appreciate nothing that does not appeal to their physical senses, then begin that way, start on their level, and lead them up to yours.

From what are names of the days of the week derived?
I. B.

In the museum at Berlin, in the hall devoted to northern antiquities, they have representations of the idols from which the names of the days of our week are derived.

From the idol of the sun comes Sunday. This image is represented with a face like the sun, holding a burning wheel, with both hands on his breast, signifying his course round the world.

The idol of the moon, from which comes Monday, is habited in a short coat like a man, but holding the moon in his hands.

Tuisco, from which comes Tuesday, was one of the most ancient and popular gods of the Germans, and is represented in his garment of skins, according to the ancient manner of clothing. The third day of the week was dedicated to his worship.

Woden, from which comes Wednesday, was a valiant prince among the Saxons. His image was prayed to for victory.

Thor, from whence comes Thursday, is seated on a bed, with twelve stars over his head, holding a sceptre in his hand.

Frige, from whence we have Friday, is represented with a drawn sword in his right hand, and a bow in his left.

Sæter, from which is Saturday, has the appearance of extreme wretchedness; he is thin-visaged, with long hair, and beard. He carries a water-pail in his right hand, wherein are fruits and flowers.

THE INTELLECTUAL FACULTIES.—Make an outline of the intellectual faculties, using the following divisions: Presentative, Representative, Elaborative, Constructive. State the general principle underlying the training of each of these groups.
L. A.

A full outline on this subject will take more space than we have to spare. Consult some good work on mind science. The Presentative faculties include preception and its allied powers. Representative faculties include memory and imagination. Elaboration is not a faculty; it is merely a method of the mind's working. Neither is Construction a faculty, but a mode of mental operation. The principles underlying the training of the faculties would constitute a work on mind science.

QUESTIONS.

1. How may a teacher help to train the sight of his pupils?
M. C.
2. Would you have a pupil stand or sit while reciting, and why?
W. V.
3. How can I conduct a review class in history without being merely a hearer of recitations?
4. What is the Blair Educational Bill? Of what benefit would its passage be to the country?
A. SUBSCRIBER.
5. Explain Reproduction and Representation.
R. C.
6. Should not the primary teacher of any graded school receive as high, or higher, wages than the intermediate teacher?
A. TEACHER.

BOOK DEPARTMENT.

NEW BOOKS.

LIFE OF HENRY CLAY. By Carl Schurz. Boston and New York: Houghton, Mifflin & Co. The Riverside Press, Cambridge. In Two Volumes. Vol. I., 383 pp.; Vol. II., 414 pp. Price per set, \$2.50.

Few public characters in American history have been the subjects of more heated controversy than Henry Clay, and while his enemies denounced him as a pretender and selfish intriguer in politics, and a profligate in private life, his friends and supporters placed him first among the sages of the period. A man, however, who has taken so conspicuous and fascinating a position in our country's politics, and been so much a leader in discussing so many important questions, cannot fail of producing an effect upon the mind of the people of his time. The narration of the life and labors of Henry Clay, by Carl Schurz, a writer of original ability, with such profound understanding of the principles, history, and public men of the United States, with his great candor, cannot but assure this work a complete success, and warm reception. The contents of the first volume are divided into fourteen chapters, commencing with the youth of the great statesman, and passing on through "The Campaign of 1832." The second volume begins with "The Compromise of 1833," covering the entire period through the "Compromise of 1850." "The End," completes the body of the work, which is followed by a full index.

A CHRISTMAS CAROL, AND THE CHIMES. By Charles Dickens. Cassell & Co., 739 and 741 Broadway, New York. 193 pp. 10 cents.

Charles Dickens stands alone and unrivaled in many of his writings. They are peculiarly his own, with the charm that surrounds them. One of his most beautiful short stories is "A Christmas Carol," which was published a few days before Christmas, 1843, introducing the well-known character, "Marley's Ghost," and the now oft-repeated sentence, "Old Marley was as dead as a door nail."

"The Chimes," also one of Dickens' short stories, was planned in Genoa, in 1844, and was designed by its author to be totally unlike the "Carol," in the fact that it was a plea for the poor. Both these stories are written as only Dickens could write.

THE DISCOVERY OF GUIANA, AND THE JOURNAL OF THE SECOND VOYAGE THERETO. By Sir Walter Raleigh. Cassell & Co., 739 and 741 Broadway, New York. 192 pp. 10 cents.

Although the history of Sir Walter Raleigh is so well-known to us, for it can be found in many large volumes, still, this pocket edition of the discovery of Guiana, as published by the Cassell National Library, is of so convenient a size and moderate a price, that it will be much sought after by all readers of history. In the introduction will be found a short account of Sir Walter's ancestry, boyhood, and manhood. His chequered career and untimely death are household words at the present day, so that this small volume coming to us, giving one of his important efforts, and a journal in connection with it, will be welcomed.

NUTTALL'S STANDARD DICTIONARY OF THE ENGLISH LANGUAGE. Based on the Labors of the most Eminent Lexicographers. New Edition. Revised, Extended, and Improved Throughout by the Rev. James Wood. London and New York: Frederick Warne & Co. 816 pp. \$1.50.

Since the first publication of this Dictionary, so many new terms have been added to the language, so much progress has been made in the study of it, and so many improvements have been introduced into its lexicography, that a new edition was deemed necessary, that the required changes might be made. Upon examination it will be seen that a good many changes have been made in the direction of the American pronunciation of the English language. The revision is the result of the most careful and minute examination in the light of the new requirements, and is of a nature calculated to enhance the value, serviceableness, and reputation of the work. The arrangement is strictly alphabetical, as well as etymological—words that are of different derivation being kept distinct and defined separately. The vocabulary has been extended to include new words that have come into current usage, both in science and literature as well as common parlance. In preparing definitions, the editor has given special attention to the work, in order to render them at once clear, concise, and adequate, while, as far as possible within the limits, the several meanings have been attached to each word. The phonetic system, invented by Dr. Nuttall, is applied to this addition in connection with every word in the vocabulary, compound or simple. In addition to the list of Scripture names, a list of classical names, with their accentuation, is given, and a list of geographical names, with their pronunciation. The list of classical and foreign phrases now in use, has been revised and extended, as have also the abbreviations now in general use. The illustrations form a new feature of this edition. For general use this work is strongly commended, and although the type is small and might be criticised on that point, it is clear and pure.

TEN GREAT EVENTS IN HISTORY. Compiled and Arranged by James Johannot. New York: D. Appleton & Co. 364 pp.

The ten great events selected by Professor Johannot, and which compose the material of this volume, are: "Defense of Freedom by Greek Valor," "Crusades and the Crusaders," "Defense of Freedom in Alpine Passes," "Bruce and Bannockburn," "Columbus and the New World," "Defense of Freedom on Dutch Dykes," "The Invincible Armada," "Freedom's Voyage to America," "Plassey: And How an Empire was Won," "Lexington and Bunker Hill." These ten epochs have been powerful in developing subsequent events, and show how regardless men have been of personal consequences when striking blows for human liberty. The fact that patriotism is roused by a narrative of heroic deeds, was truth enough for the author and furnished the key to the arrangement and method of this book. The first event selected was one of the earliest as well as the most notable, and is an authentic account of a conflict which took place in Greece twenty-four hundred years ago. The story of William Tell, as found in the third event, is thrilling and fascinating,

and contains the charming poem by Montgomery, entitled "Arnold Winkelreid." "Columbus and the New World" comes to our own doors almost, and is so closely associated with ourselves that it bears a greater charm. The selection is beautifully written. The last event, "Lexington and Bunker Hill," is a sacred memory to all true Americans. The book is attractive in appearance, having on the outside covers illustrations, both ancient and modern. The paper is fine and the type excellent.

NOTES ON EARTHQUAKES. With Thirteen Miscellaneous Essays. By Richard A. Proctor. J. Fitzgerald, Publisher, 24 East Fourth Street, New York. 48 pp. 15 cents.

In this volume of the Humboldt Library, Mr. Proctor's "Notes on Earthquakes" treat of Earthquake Regions,—"The Earthquake of Calabria,"—"Earthquake at Rho-bamba,"—"Earthquake Noises,"—"The Earthquake as a Restoring Power." Under the last head, Mr. Proctor assures us that without earthquakes our continents would continually diminish in extent, and that it is to the reproductive energy of the earth's internal forces that we are alone indebted for the very existence of dry land.

Among the other Essays found in this volume are: "The Story of the Moon,"—"The Earth's Past,"—"The Unknowable,"—"Sun Worship,"—"The Star of Bethlehem and a Bible Comet,"—"Science and Politics,"—"Parents and Children."

THE DIARY OF SAMUEL PEPEY. 1663-1664.

MACAULAY'S LAYS OF ANCIENT ROME, with Ivory and Armada.

THE LIFE OF LORD HERBERT OF CHERBURY. Written by Himself, and Continued to his Death.

A JOURNEY TO THE WESTERN ISLANDS OF SCOTLAND. By Samuel Johnson, LL.D. Cassell & Co., Limited, 739 and 741 Broadway, New York. 192 pp. each volume. Price, each volume, 10 cents.

These little volumes of the Cassell's National Library, contain a great deal of valuable information,—historical, autobiographic, poetical, historical, and, as in the case of Dr. Samuel Johnson's "Journey to the Western Islands of Scotland," descriptive. Dr. Johnson was sixty-four years old when he made his ninety-four days journey through that most beautiful region, and his narration of it is a fine piece of geographical and historical description.

The life of Lord Edward Herbert, as written by himself, is interesting to us, not for himself only, but as the elder brother of George Herbert, the poet. The incidents related by Lord Herbert come to us from the distant date of 1630, with a good deal of charm from their quaintness of expression as well as great merit.

It is said that Macaulay was at his best in his "Lays of Ancient Rome," as they called into play just those powers which he had in perfection. The two pieces which are appended to the "Lays," "Ivory," and "Armada," have not the exquisite finish, although they show the same easy rhythm. All who read these books will pronounce them perfect of their kind.

PRINCIPLES OF EDUCATION PRACTICALLY APPLIED. By J. M. Greenwood, A.M. New York: D. Appleton & Co. 192 pp.

Mr. Greenwood's motive in the publication of this volume is to help the teachers of this country to do better and more intelligent work in the school-room. It assumes that education is a science; that teachers can understand the principles of this science; and that in their daily work they can apply these principles with certainty to their pupils. It will be found upon examination that in the presentation of topics the teacher is told in plain words what to do, as well as what to avoid. The directions are therefore simple, pointed, and emphatic. Of the fourteen chapters which compose the contents, the first one treats of the application of the principles of psychology to the work of teaching, under the heads of—I. Temperance,—II. Educational Psychology,—III. Educational Principles and their Application. Under School Management, Playgrounds, Classification, and Promotion are freely discussed,—questions which are subjects of the greatest importance, as they are points of special discussion at the present time. The closing chapter, "Only a Boy," treats of all kinds of boys, their dispositions, and foibles, in a manner which shows plainly that the author understands boy-nature in all its various phases.

THE POETIC AND DRAMATIC WORKS OF ROBERT BROWNING. In Six Volumes. Vol. I.—Pauline. Including, also, Paracelsus; Stratford; Sordello; Pippa Passes; King Victor and King Charles V. Vol. II.—Dramatic Lyrics. Including, also, Return of the Druses; A Blot on the Scutcheon; Colombe's Birthday; Dramatic Romances; A Soul's Tragedy; Luria. Vol. III.—The Ring and the Book. Vol. IV.—Christmas Eve and Easter Day. Together with Men and Women; In a Balcony; Dramatic Persons; Balanistan's Adventure; Prince Hohenstelschwang; Filine at the Fair. Boston and New York: Houghton, Mifflin & Co. The Riverside Press, Cambridge. \$1.75 each volume, in cloth, gilt-edged on top, and attractively bound in grey, with gilt letters.

It is well known that Mr. Browning has taken occasion, in each successive issue of his works, both to redistribute collections of poems and to alter the form of many verses. This edition of his works forms six volumes, and will be warmly welcomed by the many and rapidly increasing students of Browning, and, in fact, by all intelligent readers, as they recognize in him one of the greatest of English poets, whose writings have produced a profound influence on English literature. This new edition of Mr. Browning's works has been printed from an entirely new set of electrotype plates, and places before the reader, in convenient form, the entire body of the poet's writings,—at the same time it follows with the greatest care his latest revision of the text. The first piece in this series, "Pauline," was the author's earliest attempt at poetry of a dramatic character, and which he retains with extreme dislike, or, as he acknowledges, of necessity, as he considers good draughtsmanship and right handling far beyond him at that time. In the final volume of this series will be found indexes of contents and of first lines. An excellent portrait prefaces the first volume, prepared from a recently-taken photograph.

WARMAN'S SCHOOL-ROOM FRIEND. By Prof. E. B. Warman, A.M. 257 State Street, Chicago: W. H. Harrison, Jr., publisher. 121 pp. 75 cents.

This book will be found to be composed of practical suggestions on reading, reciting, and impersonating, and is the result of years of experience and observation. Knowing that the books already published upon the subject have

only partially dealt with the principles of reading, of voice, and of gesture, the author, instead of combining the three in one book, has decided to devote it exclusively to the practical principles of reading, with practical applications of every rule given. There will be nothing, therefore, in this volume on voice-culture or gesture, as the author considers those subjects of sufficient importance to demand full and special treatment. This little book, however, will be found invaluable as a text-book for the student, teacher, and public reader or speaker. It not only aids in divining the thought, but will be of use in clothing it with proper expression.

A HISTORY OF ENGLAND IN THE EIGHTEENTH CENTURY. By William Edward Hartpole Lecky. Vols. V. and VI. Vol. V., 602 pp. Vol. VI., 611 pp. Price each, cloth, \$2.25; half calf, \$4.50. New York: D. Appleton & Co., 1, 3, and 5 Bond Street.

Upon examination of the new volumes of Mr. Lecky's work, it will be seen that there is no diminution of interest or scope of treatment. An array of strong topics is introduced: The character of Pitt, and his unique position in 1774; the madness of George III.; the characters of Emperor Joseph II.; of the Empress Catherine II.; and of the Swedish king, Gustavus III.; the career of the Prince of Wales; the origin and outbreak of the French Revolution; with a wealth of other strong material, and upon all the points introduced, Mr. Lecky has shown his great power of thought and description. The subjects of the French Revolution, and Irish affairs, will be found to call forth a spirit of discussion, and during the present state of the Irish question, will be read with unusual interest. Mr. Lecky portrays clearly the contests between the king and the parliaments; the shocking state of the taxes and finances, to which causes he attributes the final outbreak. In the review of Pitt's career, he judges the Irish policy of that remarkable man with a good deal of severity. The history of the Irish parliament is traced in the sixth volume, and extends from 1783 to 1783.

LITERARY NOTES.

Gen. Bradley T. Johnson has been engaged to write sketches of prominent Southerners for "Appleton's Dictionary of American Biography."

"The Housekeeper's Handy Book," of which Cassell & Co. are the publishers, will prove a very valuable book. There is nothing a housekeeper or mother wants to know, about which she will not get some practical hints in this volume.

In "The Volcano Under the City," Fords, Howard & Hurlbert, publishers, is described in a clear and vivid manner, the rise, progress, and suppression of the riot that broke out in New York just after the battle of Gettysburg.

Harper & Brothers publish this week Laurence Oliphant's new book, "Episodes in a Life of Adventure; or, Moes from a Rolling Stone."

One of the most valuable books of the season is, "Life Notes; or, Fifty Years' Outlook," by R. v. Wm. Hague, D. D., the eloquent and scholarly Baptist clergyman and orator. Lee & Shepard are the publishers.

A combination of authors has been made by Cassell & Co. such as will mark a new era in the literary world. Julian Hawthorne and Inspector Byrnes, chief of the detective bureau of New York, will produce a series of thrilling stories, the first of which, "A Tragic Mystery," is promised immediately. It gives a picture of actual events, though in the garb of fiction.

Miss Rose Elizabeth Cleveland has become associated with the historian, Mrs. Martha J. Lamb, in the editorial work of the *Magazine of American History*.

Dr. Oliver Wendell Holmes has written the opening article for the "Beecher Memorial," now being prepared for Mrs. Beecher and her family, by Mr. Edward W. Bok, of Brooklyn, N. Y., to which Mr. Gladstone, President Cleveland, the Duke of Argyll, and some 75 other distinguished Americans and foreigners have also contributed articles.

The *London News* is now reproduced in New York, and sold for ten cents a copy.

About \$400,000 has already been received from the sale of Grant's memoirs.

BOOKS RECEIVED.

The Elements of Modern Domestic Medicine. By Henry G. Hanchett, M.D. New York: Charles T. Hurlburt, 3 E. 19th St.

Companion to Modern Domestic Medicine. By Henry G. Hanchett, M.D. New York: See above.

The Art of Reading Latin. By W. G. Hale. Boston: Ginn & Co. 30c.

A Reverend Idol. A Novel. Ticknor & Co. 50c.

Robert Browning. Vols. 5 and 6. Boston: Houghton, Mifflin & Co. \$1.75 per vol.

Spanish Idioms. With their English Equivalents, Embracing Nearly Ten Thousand Phrases. Collected by Sara Carey Becker and Federico Mora. Boston: Ginn & Co.

MAGAZINES.

Christian Thought for June contains many valuable papers by eminent writers; among them one by Prof. Borden P. Howe, on "Logic and Life." Charles E. Lord, D. D., writes of "The Relation of Christ's Miracles to Christianity," and Dr. Charles F. Deems, of "Paul at Athens."—In the *North American Review* for June, Ger. John Pope points to "Some Legacies of the War," and Dr. H. Pereira Mendes answers the question, "Why Am I a Jew?"—"Parnell as a Leader," is elaborately depicted by Alex. Under Sullivan.—An illustrated article on "Literary Life in Philadelphia," by Moses P. Handy, with sketches of leading celebrities, will be a feature of *The American Magazine* for July.—The only serial now running regularly in *Outing*, in the record of Thomas Stevens' unparalleled journey. In the June number, he tells of his travels through the wilds of Khorassan. G. O. Shields describes trout fishing in the Rocky Mountain region. Capt. Coffin tells about the superstitions common among sailors. Col. C. A. Norton describes the construction of a novel "Outing Cottage," and C. Loyer Vaux contributes an article on the "History of American Canoeing."—Frank G. Carpenter has written a clever article for the June *Magazine of American History*, entitled, "Our Presidents as Horsemen." The second part of Moncure D. Conway, on "Fredericksburg, First and Last," in that number, contains valuable portraits of John M. Daniel, and Mayor Slaughter. John Geo. Bourinot, LL.D., of Ottawa, Canada, concludes his able treatise on "Canada During the Victorian Era."

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THE PUBLISHERS' DESK.

"How to be well," is one of the great problems of the age. The question has crept even into our schools; and Hygiene is among our foremost studies. Among the books which have been found most directly and practically helpful in this study is the Eclectic Guide to Health just published by Messrs. Van Antwerp Bragg & Co. of Cincinnati, Boston, and New York. This book is a revision and re-arrangement of the popular Eclectic Physiology, which is still continued in publication. The effect of alcoholic drinks and narcotics on the human system is fully considered in connection with each division of the subject, to meet the requirements of the Women's Christian Temperance Union, and the laws in several states requiring Temperance Physiology to be taught in the public schools. It is profusely illustrated by engravings and full-page colored plates.

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is reproduced in this edition, selling at
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O, sing me a song, mother dear,
A song of the sweet Coroline.
Ah, what is this word that I hear
Alike from the milkmaid and queen?
Why is she so shapely and sweet?
Why is she so jolly and smart?
Why is she so light on her feet?
And always so light in her heart?
O, sing me a song that will tell
The magic that lies in this name,
To make every maiden a belle,
And beautify every old dame.

This heart-rending narrative will be con-
tinued in our next; for sale by all news-
dealers; or the mother's reply may be
learned by addressing Messrs. Warner
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Such an execrable street band was work-
ing outside my window this morning that
for the moment I congratulated myself
that I was partially deaf, and could not
hear any more of the torturing sounds
they made; but after the band had disap-
peared I longed to hear more of the other
sweet sounds of nature which abound in
Clinton Place, so I straightway applied
to my ear that wonderful little affair
known to fame as Peck's Patent Improved
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chorus of celestial voices burst upon my
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Oh, the wild alarm bells!
The brazen bells!
How they jingle, jingle, jingle on the sultry air
of night.

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To a fire or a fight,
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And climb up the awful height,
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—Mine Booster: "I tell you it's one of the biggest mines in Nevada. I'm sure that you will invest after I've shown you a few pints." Cautious Old Granger: "I'd sooner see some of the quartz."

Why is Dr. McGlynn like a stray goose? Because he does not follow the Propaganda.

They had a German at Haus Schmidt's the other night. It was a boy.

Baron Nordenskjold is about to jboss an expejditiion to thje soutjh ipole. We rjise to remarkje that itj's a akjold day wjhen thje Baron gjeta ljejftj.

"Did you hear of the accident to Jones. "Why, no; what happened to him?" "Well, he fell from his lady's favor, and broke his engagement."

"Good-mornin'. Mrs. Bryan. An' how is your brother-in-law, Mr. McCafferty today?" "Very bad indade, Miss Corcoran—very bad indade. Sorra a bite does he ate, except what he drinks."

The Sandwich Island Queen speaks no English. Queer that the Queen of Hawaii cannot say: "How are ye?"

Life asks: "What relation is the Queen to the Guelph of Mexico?" We would simply say, nephew mind; she is neither Pa-na-ma.

The Seabrook (N. H.) selectmen have decided that a hen is not an animal. Wonder if they reckon her as a vegetable because of her crop?

The man who does not read the "Paraphraser's Corner" is generally a paraphraser scornor.

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John Ruskin, the art critic, is said to be "down on bicycles." If John ever tried to ride the machine it is quite likely that he got down on it—but not any more frequently than the bicycle got down on John.

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